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ABSTRACT

This document presents a trainer's guide to accompany a multi-volume set of curriculum materials designed for educating Child Development Associates. The training is geared toward development of identified competencies which require practice in order that proficiency be acquired. Many learning activities have been designed to fulfill that training purpose; the bulk of the trainer's guide focuses upon course syllabi and outlines. Evaluation is also considered a prime aspect in a Child Development Associate's development of competence. Suggestions for maintaining a teacher's activity-card file are made, and many forms are included, among them the CDA Observation/Field Supervision Form, Long Range Planning Form, and Weekly Plan Format. Means of obtaining the Child Development Associate credential are described. Part of the assessment and credentialing process involves the development of a portfolio by the trainee: portfolio requirements are discussed and a sample portfolio provided. (Author/DB)

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CHILD DEVELOPMENT ASSOCIATE:

TRAINER'S GUIDE

OSCAR ROSE JUNIOR COLLEGE

OKLAHOMA CHILD DEVELOPMENT ASSOCIATE CURRICULUM

TRAINER'S GUIDE

Developed By

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Administrative Institution
for the

OKLAHOMA COOPERATING INSTITUTIONS OF HIGHER EDUCATION

Carl Albert Junior College
Claremore Junior College
Connors State College
Eastern Oklahoma State College
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Murray State College
Northeastern Oklahoma A & M College
Seminole Junior College
South Oklahoma City Junior College
Western Oklahoma State College

January, 1981

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The Oklahoma Child Development Associate Curriculum, Revised, is published through the U.S. Government Printing Office. Points of view and opinions stated herein are those adopted by the Oklahoma Child Development Associate Advisory Council and are not necessarily representative of official Department of Health and Human Services opinion or policy.

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PHILOSOPHY

Basic to the Oklahoma Child Development Associate Curriculum is the idea that each individual has his/her own style of learning and each trainer has his/her own style of teaching. In addition, development of competence in child development requires individualization, field experiences and theory integrated into a functional package, and opportunities for observations and conference following these observations.

The materials, as developed and revised, are designed to provide a foundation of knowledge in ten facets of child care and development. The content is written in an outline format to provide ease of reading and flexibility for the trainer or trainee to expand in those areas most needed by the individual.

The learning activities are designed to enable trainees to demonstrate competence not only in facets of child care and development, but also in specific skills which are necessary to provide a quality program for young children.

It is the intent of the developers of the Oklahoma Child Development Associate Curriculum to provide the trainee with the basic knowledge and skills in the thirteen Child Development Associate functional areas, through study and the demonstration of competence in a child development setting.

ORGANIZATION

The Oklahoma Child Development Associate Curriculum materials were originally published in nineteen volumes, with each volume containing content, learning activities, and supplemental resources. Through extensive field testing and comments from trainers and trainees, a number of revisions have been made which enhance the materials, increase their flexibility, and eliminate unnecessary duplication of information.

The Oklahoma Child Development Associate Curriculum, Revised, is a twelve volume set which includes ten content volumes, one volume of learning activities, and a trainer's guide. No essential information from the original materials has been deleted. Materials have been combined in some cases to present a logical sequencing of information rather than a segmented presentation.

CONTENT

Information contained in the ten content volumes of the curriculum have been compiled and written by respected members in the field of early childhood education in Oklahoma. The outline format presents basic knowledge to be acquired by the trainee. It is intended to be a foundation for further study and investigation. Many resources were reviewed prior to the writing of the materials and the important information included in the curriculum.

LEARNING ACTIVITIES

Development of competence in child development requires that a trainee have many opportunities to practice and demonstrate the knowledge and skills acquired. The Learning Activities are designed to fulfill this purpose.

The first section of Learning Activities is general in nature and can be completed as a part of each of the ten curriculum areas. These activities enable the trainee to develop specific skills in working with programs for young children and may be assigned as many times as necessary, but the specific area of emphasis would change. (For example, the learning activity on Community Visitors. In this activity, the trainee would invite a Community Visitor to the classroom to talk with the children on his/her area of expertise. If the trainee is studying safety, the visitor might be a fireman. The trainee would develop skill in preparing the children and visitor for the presentation, and would enhance the children's program through adding a variety of people to the program.)

The second section of Learning Activities is specific in nature and is designed to be completed with one of the ten areas. The activities focus on particular areas and enhance the development of competence in the specific areas. (For example, the learning activity for the Geometric Mobile is designed to assist the student in providing cognitive development related to shapes.)

It is recommended that the trainer and trainee review both the general and specific Learning Activities to select those activities which best meet the needs of the individual trainee. The number of activities to be completed and the specific criteria within the activity should be adjusted to meet these individual needs.

EVALUATION

Evaluation is a necessary and integral part of the development of competence in the area of child development. Since training for the Child Development Associate is an integration of class and field experiences, and since at least fifty percent of a trainee's time should be spent in field experiences, this should be reflected in the evaluation criteria.

Evaluation could include (1) written evaluations covering specific facts in the content which are more readily assessed on paper than through observation, (2) systematic behavioral observations and conferences to enable the trainer and trainee to assess skills and knowledge in the classroom, and (3) on-going review of Learning Activity assignments to discover those skills and competencies acquired and those needing more work.

Utilization of all three methods may be necessary to determine an individual trainee's competence in any one of the thirteen functional areas. In addition, the development of personal capacities of the trainee is an essential aspect of training and should be evaluated on a continuous basis throughout the training process.

SUPPLEMENTAL RESOURCES

No curriculum material written for CDA training can contain everything written on the subjects covered. The following is a selected bibliography of resources which is useful for expanding on various topics and provides information for further study and investigation.

Baratta-Lorton, Mary
Workjobs
Addison Wesley
1972

Braley, William T., Geraldine Konicki, and Catherine Leedy
Daily Sensorimotor Training Activities
Peek Publications
1968

Cherry, Clare
Creative Art for the Developing Child
Fearon Publishers, Inc.
1972

Children as Music Makers
High Scope Educational Research Foundation
1980

Croft, Doreen J. and Robert D. Hess
An Activities Handbook for Teachers of Young Children
Houghton Mifflin Company
1980

Dodson, Fitzhugh
How to Discipline with Love
Rawson Associates
1977

Dreikurs, Rudolf and Pear Cassel
Discipline Without Tears
Hawthorn Books, Inc.
1972

Endres, Jeanette B. and Robert E. Rockwell
Food, Nutrition and the Young Child
C.V. Mosby Company
1980

Fallen, Nancy H. and Jill E. McGovern
Young Children with Special Needs
Charles E. Merrill Publishing Company
1978

Flemming, Bonnie M. and Darlene S. Hamilton
Resources for Creative Teaching in Early Child Education
Harcourt, Brace, Jovanovich, Inc.
1977

Hendrick, Jo Anne
The Whole Child
C.V. Mosby Company
1980

Hildebrand, Verna
Guiding Young Children
Macmillan Publishing Company, Inc.
1980

Karnes, Merle B.
Helping Children Develop Language Skills
Council for Exceptional Children
1973

Machado, Jeanne
Early Childhood Experiences in Language Arts
Delmar Publishers
1980

Mayesky, Mary
Creative Activities for Young Children
Delmar Publishers
1980

McWilliams, Margaret
Nutrition for the Growing Years
John Wiley and Sons, Inc.
1979

Morrison, George S.
Early Childhood Education Today
Charles E. Merrill Publishing Company
1980

Morrison, George S.
Parent Involvement in the Home, School, and Community
Charles E. Merrill Publishing Company
1978

Nye, Vernice
Music for Young Children
William C. Brown
1979

Patterson, Gerald S. and M. Elizabeth Gullian
Living with Children
Research Press
1971

Read, Katherine and June Patterson
The Nursery School and Kindergarten
Holt, Rinehart, and Winston
1980

Reinisch, Edith H. and Ralph E. Minear, Jr.
Health of the Preschool Child
John Wiley and Sons, Inc.
1978

Ross, Ramon Royal
Storyteller
Charles E. Merrill Publishing Company
1980

Safford, Philip
Teaching Young Children with Special Needs
C.V. Mosby Company
1978

Wolfgang, Charles
Helping Aggressive and Passive Preschoolers Through Play
Charles E. Merrill Publishing Company
1978

TEACHER RESOURCES

INTRODUCTION

Activities for young children must be organized to be effective and require evaluation to determine their effectiveness. Through the use of an activity file card system, the individual teacher can better organize his/her time to meet the individual needs of the children.

When activity plans are written in a uniform fashion and kept in an organized manner, a volunteer, aide, or substitute can become familiar with what is being done and be of assistance to the teacher. In addition, the file cards provide a useful reference for future teaching of young children and provide a resource when the teacher is at a loss for activity ideas.

ESSENTIAL CONTENT INFORMATION

I. SETTING UP THE ACTIVITY CARD FILE

A. Procedures for Developing the File

1. Obtain a 5" x 8" file box and file cards.
2. Divide the file into your chosen curriculum divisions.
3. Develop learning activities for each curriculum division to carry out your yearly and weekly program plans.
4. Keep extra cards available to write up new activities you learn from other teachers and at workshops.

B. Suggested Curriculum Divisions

1. Topical
    a. Art
    b. Body skills
    c. Family
    d. Health
    e. Language
    f. Mathematics
    g. Movement

   h. Music
   i. Nutrition
   j. Safety
   k. Science
   l. Self-concept
   m. Social Science
   n. Transitions

2. Developmental

   a. Fine motor
   b. Gross motor
   c. Social
   d. Emotional
   e. Cognitive
   f. Language
   g. Appreciation

II. COMPONENTS OF AN ACTIVITY CARD

A. Teacher Developed Activities

The following format would be used for activities which the individual designs or develops after seeing the activity presented by someone else. It should not be used to duplicate information from a resource which the teacher has available for future use.

1. Concept or Skills---A general topic of what will be taught. This is similar to a teacher goal.

2. Activity---The title of the activity

3. Learning Center---Where this activity will typically be done in the classroom or center.

4. Grouping---The size group for which the activity is best suited and/or the age group for which the activity is appropriate.

5. Objective---A statement of the behavior(s) that the child(ren) should be able to perform upon completion of the activity.

6. Materials---A listing of all the items needed for carrying out the activity.

7. Procedures---A sequential listing of all the steps involved in carrying out the activity.

8. Other Concepts or Skills---A list of other concepts or skills (if any) which can be developed by this activity.

9. Other Activities---A list of other activities (if any) which will also teach this concept or skill.

10. Recommendations---(This information should be on the back of the card). A critique of the activity to determine if the objective(s) were accomplished. The recommendations wold also include statements useful for future reference about how the activity could be improved, appropriateness for age level, etc.

B. Activities from Resource Books

The following format would be used for activities which can be found detailed in a resource which the teacher possesses or has readily available. It is not necessary to duplicate the information in the resource , but an activity card needs to be written to aid in location of the information.

1. Concept or Skill---A general topic of what will be taught. This is similar to a teacher goal.

2. Activity---The title of the activity

3. Learning Center---Where this activity will typically be done in the classroom or center.

4. Grouping---The size group for which the activity is best suited and/or the age group for which the activity is appropriate.

5. Resource---The title of the resource where the activity is detailed.

6. Page---The page number in the resource where the activity is detailed.

7. Other Concepts or Skills---A list of other concepts or skills (if any) which can be developed by this activity.

8. Other Activities---A list of other activities (if any) which will also teach this concept or skill.

9. Recommendations---(This information should be on the back of the card). A critique of the activity to determine if the objective(s) were accomplished. The recommendations would also include statements useful for future reference about how the activity might be improved, appropriateness for the age level, etc.

III. SAMPLE ACTIVITY CARDS

(See page 81)

IV. RESOURCE UNIT CARDS

A. Definition

A summary of the activities and resources available for teaching a specific concept or theme

B. Purpose

A resource unit card provides a quick, easy reference for developing weekly and daily plans. It provides an overall picture of an instructional unit.

C. Components of the Resource Unit Card

1. General concept or theme

2. Specific objectives for the children to accomplish to develop an understanding of the theme or concept.

3. Titles of specific activities, resources, field trips, etc. that will be utilized in teaching the concept or theme. (Specific activities will be detailed on activity cards and complete plans will be written in the instructional unit).

4. Resources

   a. Books, stories, films, pictures
   b. Poems, fingerplays
   c. Songs, records, rhythms
   d. Dramatic play themes
   e. Outdoor activities
   f. Art activities
   g. Field trips
   h. Manipulative materials
   i. Visitors
   j. Cooking experiences
   k. Group discussions
   l. Other

V. SAMPLE RESOURCE UNIT CARD

(See page 83)

VI. RESOURCE FILE

A. Definition

An organized collection of materials to support the instructional units. The file includes materials which the teacher will utilize in activities with the children. Utilization of specific materials will be detailed on activity cards.

B. Purpose

To provide a convenient method for organizing pictures, flannel stories, etc. for utilization while teaching.

C. Organizing the Resource File - Pictures Section

1. Gather a variety of pictures to support the range of concepts you will be presenting to the children.

2. Cut out, mount, and cover with contact paper.

3. Sort pictures into categories.

4. Label folders and file pictures.

5. Similar folders can be made for flannel stories, patterns, picture cards, etc.

6. Concepts which the picture teaches and questions about the picture which will develop a concept should be written on the back of each picture.

D. Organizing the Resource File - Flannel Stories, Puppet Stories, Etc.

1. Sort stories into categories.

2. Label folders and file stories.

3. Include concepts which the story teaches and questions about the story on the story script.

E. Other Materials

1. Transitions

2. Recipes

3. Bulletin board ideas/materials

4. Songs

F. Organizing the Resource File - Children's Books and Stories

1. Write a book card on any children's book or story you feel will teach the concepts of your program, support the themes, entertain the children, teach language, etc.

2. Each book card should contain the following:

   a. Title
   b. Author
   c. Publisher
   d. Date of publication
   e. Cost (if available)
   f. Summary of content
   g. List of concepts the book or story teaches
   h. Where book is located---center, library, home, etc.

3. Sort cards into categories.

4. Label folders and file cards.

5. Sample book card
   (See page 86)

G. Organizing the Resource File---Parent Education Materials

1. Gather a variety of materials which are good teaching aids for parents. These may include pamphlets, flyers, booklets, materials which you make yourself, etc.

2. The materials should be ones which you can obtain free or which may be reproduced for distribution.

3. For each piece of material, attach a card listing the following:

   a. Title of material
   b. Where material can be obtained
   c. Contact person, if applicable
   d. Cost (if any)
   e. Basic Concepts which the material presents
   f. Evaluation of the material

4. Sort materials into categories.

5. Label folders and file materials.

COURSE SYLLABI/OUTLINES

This section provides the complete course syllabi for the basic Child Development courses as offered at Oscar Rose Junior College, Midwest City, Oklahoma. The purpose of each syllabus is to provide the trainer and trainee with a full overview of the course including rationale, objectives, methods of instruction, evaluation criteria, outline of content, and learning activities.

When the Oklahoma CDA Curriculum, Revised, is used in conjunction with a college program, the syllabi can provide a guide to the development of syllabi for the specific institution, as well as show how the curriculum is handled at one institution. When the Oklahoma CDA Curriculum, Revised, is used in conjunction with a local Head Start program or Child Care Center training, the syllabi provide a guide for adapting the training to the local setting.

DIVISION COURSE SYLLABUS

Division and Course Number Social Science - HMEC 2523 and PSYC 2523

Course Title Child Growth and Development

Semester and Year Submitted Fall, 1980 Credit Hours 3

Prepared by Marcia Guinn

Hours Per Week: Class 3 Lab 0

Prerequisites None

Text(s): Title See How They Grow: Concepts in Child Development & Parenting

Author Draper, Ganong, and Goodell

Publisher Butterick

Copyright Date 1980 Edition First

Supplemental Materials: (other books, audio visual aids, etc.)

Text:
Observing & Recording the Behavior of Young Children
Cohen and Stern
Teachers College Press
1979 Second Edition

Pamphlets: Reserve Desk of Library

Articles:
Current Magazines
Verticle File of Library
Professional Journals

Filmstrips:
Prenatal Care and Preparing for Parenthood
Pregnancy and Childbirth
Human Development: The First 2½ Years
Human Development: 2½ to 6 Years
Development of Feelings
Preparing the Child for Learning
Child's Relationship with the Family
The Child's Point of View

Transparencies: Instructor

Handouts: Ages and Stages
Generalizations
Immunization Chart
Toy Selection
Child Abuse Information
Layette List

RATIONALE:

The heredity, environment, and the first six years of life are the most important factors for laying the foundations for future growth and development. At conception, heredity is set and then the various aspects of the environment take over in determining the direction that growth and development will take.

In studying the growth and development of the child, the individual is seeking to understand the multiple factors and principles which affect the child and how these operate on the child's total development--physically, psychologically, intellectually, emotionally, socially, and morally. At the same time, the individual is becoming acquainted with the various theories of child development and can select from these, the ideas and principles that will be used in working with and raising children.

Throughout the course, the individual will gain an insight into the child and attempt to determine how to structure the environment to foster the most positive growth and development of the child toward responsible adulthood.

The course is designed for parents and teachers as a general introduction to the early development of the child and the importance of providing the type of environment that fosters positive growth and development.

It is a required course for child development majors and will meet the practical arts or general education elective requirements for other majors.

OBJECTIVES:

1. Observe children in a variety of situations and record and analyze their progress in growth and development, according to the developmental tasks for each stage.

2. Demonstrate appropriate observation techniques through systematic observations of children.

3. List the ten developmental task areas and describe the major development that each child should accomplish.

4. Describe the major effect of a)heredity and b)environment on the growth and development of a child.

5. Name some hereditary factors that may appear in a child.

6. Describe the major stages of development of the child from conception until birth.

7. List and describe the effects of nutrition, health, and medications, attitude, appearance, and other external factors on prenatal development.

8. Describe the major stages of pregnancy and childbirth for the woman.

9. Describe the major stages of growth and development in the following areas:

   Physical - Motor
   Emotional
   Intellectual
   Social
   Self-Concept
   Moral
   Language - Speech

10. List some factors in the environment that affect a child's growth and development and list what can be done to enable these factors to foster development rather than hinder it.

11. Describe how to meet the physical and psychological needs of a child in: nutrition, health, safety, neglect, abuse, formal and informal education, and materials and equipment.

12. State the importance of a variety of elements in a child's play to promote optimum development of a child.

13. Select from models or descriptions, those toys, books, games, television programs, materials, and equipment which will best meet the child's developmental needs.

14. Evaluate the physical environment of a child and suggest ways to improve it for the benefit of the child.

15. Evaluate a child care setting.

16. Demonstrate techniques in communicating with preschool children.

17. Describe techniques in coping with various routines with small children.

18. Describe positive and negative attitudes in guiding children.

19. Describe how stress affects a family atmosphere.

20. Describe sex role differences in preschool environments.

METHODS OF INSTRUCTION:

Lecture
Large and small group discussions
Oral and written article reviews
Written book review (Practical aspects of child development)
Observations of children in a variety of situations and a written record of them
Case studies and filmstrips for discussion

EVALUATION:

Quizzes	75%
Observations and Assignments	15%
Class Participation	10%

COURSE CONTENT OUTLINE:

UNIT I. Overview of Child Development (1 week)
This unit will provide the procedures and materials for the student to accomplish Objective 1 and the background for accomplishing the other objectives for the course.

A. Observing Children
B. Eclectic Approach to Child Development
C. Theory and Practice in Child Development

UNIT II. Developmental Tasks and Development Patterns (1 week)
This unit will enable students to accomplish Objectives 2-3.

A. Developmental Task Theory
B. Developmental Task Areas
C. Foundations of Development Patterns

UNIT III. Beginning of Life (2 weeks)
This unit will enable the student to accomplish Objectives 4-5.

A. Pre-Conception
B. Conception
C. Heredity
D. Environment
E. Prenatal Influences on Development

UNIT IV. Physiology of Pregnancy and Childbirth (1 week)
This unit will enable the student to accomplish Objectives 6-8.

A. Growth of the Child from Conception to Birth
B. Maternal Changes During Pregnancy
C. Labor and Childbirth

UNIT V. Growth and Development (8 weeks)
This unit will enable the students to accomplish Objectives 9-10.

A. Physical and Motor
B. Emotional
C. Social
D. Intellectual
E. Self-Concept
F. Moral and Discipline
G. Language and Speech

UNIT VI. Factors Affecting Growth and Development (3 weeks)
This unit will enable the student to accomplish Objectives 11-20.

A. Health and Safety
B. Nutrition
C. Materials and Equipment for Play
D. Education--Formal and Informal
E. Neglect and Abuse

COURSE REQUIREMENTS:

1. Four examinations

2. Three to four observations of children

3. Readings related to Child Development and/or specific projects related to this subject area

4. Field Trips

DIVISION COURSE SYLLABUS

Division and Course Number Social Science - CD 1333

Course Title Nutrition for Children

Semester and Year Submitted Fall, 1980 Credit Hours 3

Prepared by Susan C. Loveless

Hours Per Week: Class 2 Lab 2

Prerequisites None

Text(s): Title Food, Nutrition, and the Young Child

Author Jeanette B. Endres and Robert E. Rockwell

Publisher C.V. Mosby

Copyright Date 1980 Edition First

Supplemental Materials: (other books, audio visual aids, etc.)

Text: Oklahoma CDA Curriculum

Handouts: Guide to Good Eating
Foods for Baby and Mealtime Psychology
Feeding Little Folks
Food Before Six

Transparencies: Instructor

Magazines: Library

RATIONALE:

Nutrition is vital to the development of the preschool child and essential knowledge for the individual in a child development center where he is responsible for the health and welfare of each child he serves. The teacher in a child development center should be committed to the development of the whole child, which means, he/she must have the ability to plan and prepare nutritious meals and snacks.

As a part of the child development center's curriculum, the teacher should provide experiences for children to promote positive nutrition practices in each child, with respect to his home situation and developmental stage. Once the teacher understands the basic principles of nutrition and can convey these to children, he/she will be better able to contribute to the total development of the child.

To provide a safe and healthy environment, of which nutrition is a component, is a major competency area for the Child Development Associate Credential. Through meeting the objectives of this course, the individual will be able to demonstrate competency in the child development center in the area of nutrition.

Although specifically designed for teachers of preschool children, the course enables individuals to better meet the needs of their own children by understanding and practicing the basic principles of nutrition in their own situations.

The course is required of all child development majors and, as an elective, it will fulfill the practical arts requirement for other majors or as a general elective.

OBJECTIVES:

Upon completion of the course Nutrition for Children, the student will be able to:

1. Identify the three major sources of nutrients and explain their necessity in the diet.
2. Identify and explain the function of the four basic food groups.
3. Plan and serve balanced meals and snacks for children in individual and group situations.
4. Plan and implement activities to teach children to select the foods needed in a balanced diet.
5. Demonstrate methods to encourage children to taste and eat new foods.
6. Demonstrate methods for teaching and promoting positive nutrition habits in the children at the center by providing at least one nutrition activity each week, including at least five cooking experiences.
7. Receive and record necessary nutrition information about each child.
8. Demonstrate an awareness of special dietary problems of children such as obesity and allergies, by identifying the problems from observations and/or case studies and discuss the remedial dietary treatment.
9. Provide referral and practical information to parents for the nutrition of themselves and their children.
10. Demonstrate the importance of nutrition to the child's development by systematically reporting such information about the child to his/her parents.

METHODS OF INSTRUCTION:

Lecture
Large and small group discussion
Supervised field experiences--Child Development Centers
  A. Specific projects to be completed in the center with and for children in the area of nutrition.
  B. Written evaluations of projects completed in the centers.
Individual activities to present in class for evaluation, and exchange of ideas for working with children in these areas.

EVALUATION:

Written Examinations	25%
Field Experiences	50%
Class Assignments and Participation	25%

COURSE CONTENT OUTLINE:

UNIT I. Introduction (1 week)
This unit will provide the student with the methods and procedures for demonstrating competency in each objective when working with young children in a child development center.

UNIT II. Basic Four Foods and Nutrients in Food (4 weeks)
This unit will enable the student to accomplish Objectives 1-2.

- A. Basic Four Food Groups
  - 1. Identification
  - 2. Functions in Body
  - 3. Source
- B. Nutrients in Foods
  - 1. Identification
  - 2. Functions in Body
  - 3. Source
- C. Dietary Requirements
  - 1. Age Groups
  - 2. Amounts of Each Food Group
  - 3. Dietary Supplements
  - 4. Dietary Diseases

UNIT III. Menu Planning, Food Preparation and Food Service (3 weeks)
This unit will enable the student to accomplish Objectives 3-4.

- A. Meal and Snack Requirements - Foods and Amounts
  - 1. Breakfast
  - 2. Morning Snacks
  - 3. Lunch/Dinner
  - 4. Afternoon Snacks
  - 5. Dinner/Supper
  - 6. Substitutions
- B. Food Preparation
  - 1. Methods of Preparation
  - 2. Reasons for Particular Methods
  - 3. Methods to Avoid

C. Meal Service
  1. Methods of Service
  2. Learning for Each Service
  3. Atmosphere at Mealtime

UNIT IV. Nutrition Education (5 weeks)
This unit will enable the student to accomplish Objectives 4-6.

A. New Foods
  1. Why to Introduce New Foods
  2. How to Introduce New Foods
  3. Handling New Food Dislikes

B. Nutrition Facts and Education
  1. Topics to Cover
  2. Methods for Teaching Nutrition
  3. Cooking in the Classroom
  4. Field Trips

UNIT V. Dietary Concerns (2 weeks)
This unit will enable the student to accomplish Objectives 7-8.

A. Height/Weight Evaluations

B. Weight Control Diets and Education
  1. Overweight
  2. Underweight
  3. Undernourished

C. Nutrition Assessment
  1. Information
  2. Methods for Assessment
  3. Utilization of Assessment

D. Sugar

E. Salt

UNIT VI. Parent Education (1 week)
This unit will enable the student to accomplish Objectives 9-10.

A. Health Information Needed from Parents

B. Reporting of Health Information to Parents

C. Providing Educational Materials to Promote Optimum Nutrition

D. Provide Referral Services to Parents for their Children's Nutrition Problems

LEARNING ACTIVITIES:

The following activities will be completed by the student to meet course requirements:

1. Ten Nutrition Activities

2. Five Food Experiences

3. Two Recipe Charts

4. Field Trip

5. Community Visitor

6. Five Resource or Learning Units

7. Mealtime Observation

8. Two Weeks Menus

9. Resource File: recipes
   pictures
   parent education materials
   book summaries

10. Two Bulletin Boards

11. Portfolio Section

DIVISION COURSE SYLLABUS

Division and Course Number Social Science - CD 1343

Course Title Health and Safety for Children

Semester and Year Submitted Fall, 1980 Credit Hours 3

Prepared by Susan C. Loveless

Hours Per Week: 2 Lab 2

Prerequisites None

Text(s): Title Health of the Preschool Child

Author Edith H. Reinisch and Ralph E. Minear, Jr.

Publisher John Wiley

Copyright Date 1978 Edition First

Supplemental Materials: (other books, audio visual aids, etc.)

Texts: Oklahoma CDA Curriculum

Filmstrips: Health and Safety

Handouts:
- Safety Checklist
- Communicable Diseases
- Common Poisonous Plants
- Memo to Parents---Your Child's Eyesight
- Memo to Parents---Immunizations
- A Handbook of Child Safety
- Your Children's Health Day by Day
- Protecting Infants and Toddlers from Accidents
- When Baby is Ill

Transparencies: Instructor

Magazines: Library

RATIONALE:

Health and safety are vital to the development of the preschool child and essential knowledge for the individual in a child development center where he is responsible for the health and welfare of each child he serves.

The teacher in a child development center should be committed to the development of the whole child, which means, he/she must be able to recognize symptoms of illness and injury; provide the appropriate treatment of illness and injury until the child leaves the center, and recognize and correct safety hazards in and around the center.

As a part of the child development center's curriculum, the teacher should provide experiences for children to promote positive health and safety practices in each child with respect to his/her home situation and developmental stage. Once the teacher understands the basic principles of health and safety and can convey these to children, he/she will be better able to contribute to the total development of the child.

To provide a safe and healthy environment is a major competency area for the Child Development Association Credential. Through meeting the objectives of the course, the individual will be able to demonstrate competency in the child development center in the areas of health and safety.

Although specifically designed for teachers of preschool children, the course enables individuals to better meet the needs of their own children by understanding and pracicing the basic principles of health and safety in their own situations.

The course is required of all child development majors and, as an elective, it will fulfill the practical arts requirement for other majors or as a general elective.

OBJECTIVES:

Upon completion of the course Health and Safety for Children, the student will be able to:

1. Provide a safe, healthful learning environment for young children.

2. Teach and encourage positive health practices in young children by providing at least one health activity each week.

3. Recognize symptoms of disease and infection in children and demonstrate the ability to care for the ill child in the group situation.

4. Name the immunizations that are required for children and state when these should be given.

5. Name the optional immunizations and the conditions under which they are needed.

6. Demonstrate an understanding of communicable diseases by protecting the group from the ill child and preventing the spread of disease and infection.

7. Recognize and correct safety hazards in and around the center.

8. Demonstrate methods for promoting safe habits of work and play to children in the center.

9. Teach and encourage safe habits of work and play by providing at least one safety activity each week.

10. Demonstrate the ability to provide for emergency treatment for accidents, injury, and illness, including certification in first aid.

11. Receive and record necessary health information about each child.

12. Provide referral and practical information to parents for the health and safety of themselves and their children.

13. Demonstrate the importance of health and safety to the child's development by systematically reporting such information about the child to his parents.

METHODS OF INSTRUCTION:

Lecture
Large and small group discussion
Supervised field experiences---Child Development Centers
- A. Specific projects to be completed in the center with and for children in the areas of health and safety.
- B. Written evaluations of projects completed in the centers.

Individual activities to present in class for evaluation, and exchange of ideas for working with children in these areas.
Pretesting in each major area to provide for some self-paced learning.

EVALUATION:

Written Examinations	25%
Field Experiences	50%
Class Assignments and Participation	25%

COURSE CONTENT OUTLINE:

UNIT I. Introduction (1 week)
This unit will provide the student with the methods and procedures for demonstrating competency in each objective when working with young children in a child development center.

UNIT II. Health (6 weeks)
This unit will enable the student to accomplish Objectives 1-6.

- A. Health Concepts and Habits
- B. Developing Positive Health Practices in Young Children
- C. Culture and Health
- D. Sanitation and Health
- E. Diet, Rest, and Exercise and Its Effects on a Child's Health
- F. Examinations and the Health of the Child
- G. Health Records
- H. The Infectious Process
- I. Immunizations
- J. Care of the Ill Child

UNIT III. Accident Prevention and Safety (3 weeks)
This unit will enable the student to accomplish Objectives 7-10.

A. Recognition of Safety Hazards in and Around the Center
B. Corrective Measures for Typical Safety Hazards
C. Ways to Provide Greater Safety for Children
D. Teaching and Promoting Safety in Children

UNIT IV. Parent Education (1 week)
This unit will enable the student to accomplish Objectives 11-13.

A. Health Information Needed from Parents
B. Reporting of Health and Accident Information to Parents
C. Providing Educational Materials to Promote Optimum Health and Safety in the Child While Away From the Center
D. Provide Referral Services to Parents for Their Children's Health Problems

UNIT V. First Aid (4 weeks)
This unit will enable the student to accomplish Objective 10. First Aid will be taught by a qualified Red Cross instructor and will lead to acquisition of Red Cross Certification.

LEARNING ACTIVITIES:

The following activities will be completed by the student to meet course requirements:

1. Seven Health and Seven Safety Activities
2. Two Bulletin Boards
3. Field Trip
4. Community Visitor
5. Four Resource or Learning Units
6. Health Survey
7. Health Records Survey
8. Daily Health Check
9. Safety Survey
10. Emergency Drills

11. Resource File: pictures
parent education materials
book summaries

12. Portfolio Sections

DIVISION COURSE SYLLABUS

Division and Course Number Social Science - CD 2511

Course Title Introduction to the Child Development Associate

Semester and Year Submitted Fall, 1980 Credit Hours 1

Prepared by Susan C. Loveless

Hours Per Week: Class 1 Lab 0

Prerequisites None

Text(s): Title None

Author

Publisher

Copyright Date Edition

Supplemental Materials: (other books, audio visual aids, etc.)

Book: Becoming a Child Development Associate
Litman, Fran
Department of Health, Education and Welfare

Handout: Portfolio Development
CDA Curriculum
Oklahoma CDA Advisory Council and
Oscar Rose Junior College

Transparancies: CDA Portfolio

Slides: CDA Assessment and Credentialing
CDA Portfolio Development

RATIONALE:

The field of early childhood education has grown rapidly and the types of programs vary from one center to another. Thus, to function effectively in a variety of teaching environments, teachers of young children need a basic knowledge of child development programs, their goals, and settings.

The Child Development Associate is a new professional level for the Child Development field. Individuals in the field must understand the requirements for this level, the competencies for national credentialing, and the process for becoming a Child Development Associate. Integral to this process is the development of the Portfolio which provides, in pictures and words, a summary of an individual's abilities for working with children.

Introduction to the Child Development Associate is a required course for all child development majors and would be an elective for all other majors.

OBJECTIVES:

Upon completion of the course, Introduction to the Child Development Associate, the student will be able to:

1. Define "CDA" and what it means to the field of early childhood education.

2. List and define the Child Development Associate competencies and functional areas.

3. Perform an in-depth self-assessment to determine his/her strengths and weaknesses in each competency and functional area.

4. Set up the portfolio for the Child Development Associate assessment and develop the following sections:

   A. Personal Data
   B. Setting
   C. Three of the Thirteen Functional Areas

METHODS OF INSTRUCTION:

Slides
Cassettes
Lecture
Small and Large group discussion
Field experiences
Self-assessment
Transparencies

EVALUATION:

Self-Assessment and Portfolio Development	80%
Class Participation	20%

COURSE CONTENT OUTLINE:

UNIT I. Introduction (1 day)
This unit will provide the materials and procedures for the student to accomplish the course objectives.

UNIT II. Child Development Associate (14 days)
This unit will enable the student to accomplish Objectives 1-4.

A. CDA Concept and Terminology
B. National CDA Consortium
C. CDA Competency and Functional Areas
D. Self-Evaluation
E. CDA Assessment and Credentialing
F. Portfolio Development

LEARNING ACTIVITIES:

The following activities will be completed by the student to meet course requirements:

1. Portfolio Shell

2. Personal Data Sheet
   Beliefs about Early Childhood Education

3. Description of Setting

4. Three Portfolio Sections, including:

   A. Rationale
   B. Goals
   C. Two items with Explanation

DIVISION COURSE SYLLABUS

Division and Course Number Social Science - CD 2533

Course Title Guidance of Young Children

Semester and Year Submitted Fall, 1980 Credit Hours 3

Prepared by Marcia Guinn

Hours Per Week: Class 2 Lab 2

Prerequisites HMEC 2523, PSYC 2523 or Permission of Instructor

Text(s): Title Guiding Young Children

Author Verna Hildebrande

Publisher Macmillan

Copyright Date 1980 Edition Second

Supplemental Materials: (other books, audio visual aids, etc.)

Book:
Living with Children
Patterson & Gullion
Research Press
1971, Revised Edition

Filmstrips:
Everyday Problems of Young Children
How an Average Child Behaves

Handouts:
Objective Evaluation for Children
Subjective Scale for Children
Referral Services Listing
Mental Health Services Publications

Student Resource Center

RATIONALE:

"Guidance of Young Children" is specifically designed for individuals preparing to work with young children in group situations. The major thrust of the course will acquaint individuals with methods of guidance and discipline which will foster growth and development in children and help them toward adulthood and self-discipline.

Since guidance is not limited to directing or controlling children's actions, other aspects for helping foster growth and development become important. Teachers of children must develop the ability to observe behavior and be realistic in their expectations of preschool children. They must also develop the ability to recognize problems in children which will hinder their growth and development. Once the problems are recognized, teachers should know the agencies or individuals in the community to which children and their families may be referred for help and correction of the problem.

Although specifically designed to meet the competency needs of the Child Development Associate Credential, the course will also meet the needs of parents in developing positive methods of guidance of their children.

"Guidance of Young Children" is required for all child development majors and, as an elective, will partially fulfill practical arts or general education electives for other majors.

OBJECTIVES:

Upon completion of the course, Guidance of Young Children, the student will be able to:

1. Recognize the difference between accidents and misbehavior in preschool children and demonstrate this by the appropriate response to situations in the child development center.
2. Demonstrate the use of a variety of methods and techniques of guidance and discipline with children in the classroom, depending on the child, the situation, and the method which will prove most effective.
3. Demonstrate an understanding of individual differences in children by selecting the best methods for working with each child in any given situation.
4. Identify social problems in children in the classroom that require professional or outside help and select or recommend the referral agency or service in the community that can provide these services for the children and their families.
5. Demonstrate skill in formal and informal guidance techniques.
6. Differentiate between formal and informal testing.
7. Administer an objective test and a subjective scale to children in a preschool program and write an evaluation of the results.

METHODS OF INSTRUCTION:

Lecture
Large and small group discussion
Self-paced guidance project from text
Supervised field supervision---Child Development Centers:
    Observations and written reports on guidance problems
    Behavior modification projects
    Descriptive written reports on guidance of behavior in the child development center
    Interviews with social service agencies
Problem solving with case studies

EVALUATION:

Examinations	25%
Class Assignments and Participation	25%
Field Experiences	50%

COURSE CONTENT OUTLINE:

UNIT I. Introduction (1 week)
This unit will provide the student with methods and procedures for demonstrating competency in each objective when working with young children in a child development center.

UNIT II. Guidance and Discipline Techniques (7 weeks)
This unit will enable the student to accomplish Objectives 1-3.

A. Psychological Methods
B. Social Methods
C. Logical Consequences
D. Conflict Solving with Consequences
E. Reinforcers and Punishers
F. Reasons, Rules, and Reminders

UNIT III. Guidance Situations (4 weeks)
This unit will enable the student to accomplish Objectives 1-5.

A. Recognition and Identification of Problems
B. Possible Solutions for Problems
C. Application of Solutions
D. Emotions Involved in Situations and Solutions

UNIT IV. Referral Services and Agencies for Social Problems (2 weeks)
This unit will enable the student to accomplish Objective 4.

A. Agencies and Their Services
B. Recognition and Identification of Problems
C. Selection and Referral of Child to Agency

UNIT V. Overview of Testing and Evaluation of Children (2 weeks)
This unit will enable the student to accomplish Objectives 6-7.

A. Evaluating the Preschool Child
B. Test Results and What They Mean
C. Reporting and Using Evaluation Results
D. Objective Testing
E. Subjective Evaluations
F. Systematic Observation

LEARNING ACTIVITIES:

The following activities will be completed by the student to meet course requirements:

1. Portfolio Section for use in the CDA portfolio.
2. A Running Record.
3. Five Self-Image activities - written plans for enhancing the self-image.
4. Five Summaries of Research Topics.
5. Agency Referral File.
6. Bulletin Boards for Parents.
7. Field Trips.

DIVISION COURSE SYLLABUS

Division and Course Number Social Science - CD 2543

Course Title Creative Arts for Children

Semester and Year Submitted Fall, 1980 Credit Hours 3

Prepared by Marcia Guinn

Hours Per Week: Class 2 Lab 2

Prerequisites None

Text(s): Title Creative Art for the Developing Child

Author Clare Cherry

Publisher Fearon Publishers, Inc.

Copyright Date 1972 Edition First

Supplemental Materials: (other books, audio visual aids, etc.)

Text: Children As Music Makers

High Scope Educational Research Foundation
1980 First Edition

Books: Resources for Creative Teaching in Early Childhood Education
Bonnie M. Flemming and Darlene S. Hamilton
Harcourt Brace Jovanovich, Inc.
1977

Workjobs
Mary Baratta-Lorton
Addison-Wesley
1972

Oklahoma CDA Curriculum

Transparancies: Activity Idea Expansion Charts (Instructor)

Project and Activity Books: Instructor and Reserve Desk of Library
and Student Resource Center

RATIONALE:

Creative experiences are one way to teach children formally and informally about the world around them and to help them develop physical, motor, emotional, social, moral, self-concept, and intellectual abilities. Experiences are limited only by the imagination.

Designed for individuals preparing to work with young children in group situations, "Creative Arts" will acquaint them with a variety of activities and experiences which will foster the total growth and development of the children with whom they work. Each individual will develop the ability to plan and execute experiences for children in both individual and group situations in the areas of play, art, music, drama, and puppetry.

Development of the ability to plan and execute learning experiences in both formal and informal situations is necessary for the individual to acquire competencies leading to the Child Development Associate Credential. These abilities are also important to parents when working with their own children.

"Creative Arts for Children" is a required course for all child development majors and will meet the practical arts or general education elective requirements for other majors.

OBJECTIVES:

Upon completion of the course Creative Arts for Children, the student will be able to:

1. Define and describe the purpose of play.
2. Define creative experiences and state their purpose and value to a child's development, including physical, social, emotional, and intellectual.
3. Design lesson plans for creative arts activities for young children.
4. Execute the above planned experiences in the classroom with young children.
5. Evaluate the effectiveness of experiences presented to children in group situations and revise the plans for future presentations. Evaluate the effectiveness in terms of the presentation and the individual children and their progress.
6. Organize a file of experiences for young children, including full plans and evaluation methods.
    - A. Art
    - B. Music
    - C. Drama
    - D. Puppetry
    - E. Play
7. Organize a File of Instructions on the use of specific media.

METHODS OF INSTRUCTION:

Lecture
Small and large group discussion
Self-paced text on objectives and curriculum
Demonstration of activity presentations for children
Field Experiences--Child Development Centers
    A. Planning and presentation of activities with children
    B. Practicum in working with children in groups

EVALUATION:

Examinations	25%
Class Experiences and Participation	25%

COURSE CONTENT OUTLINE:

UNIT I.	Introduction (1 week) This unit will provide the student with the methods and procedures for demonstrating competency in each objective when working with young children in a child development center.
UNIT II.	Creative Experiences (2 weeks) This unit will enable the student to accomplish Objectives 1-2.
UNIT III.	Creative Arts (12 weeks) This unit will enable the student to accomplish Objectives 3-6.

UNIT II.

- A. Definition of Creative Experiences
- B. Purpose of Creative Experiences in the Curriculum
- C. Value of Creative Experiences to Total Development
- D. Developing Plans for Creative Experiences

UNIT III.

- A. Importance of Each Area to Children's Development
- B. Experiences for Each Area
- C. Methods and Materials for Each Area
- D. Guiding Activities in Each Area
- E. Areas to be Covered
  - 1. Art
  - 2. Music
  - 3. Drama
  - 4. Puppetry
  - 5. Play

LEARNING ACTIVITIES:

The following activities will be completed by the student to meet course requirements.

1. Make a puppet

2. Compile a notebook of 10-15 examples of children's art work.

3. Design an original musical instrument

4. Present a Puppet Show

5. Book reviews

6. Portfolio Section

7. Field Trips

8. Fifteen Creative Experiences

9. Plan and implement music, art, and dramatic play learning centers.

10. Bulletin board for parents

DIVISION COURSE SYLLABUS

Division and Course Number Social Science - CD 2553

Course Title Cognitive Skills for Children

Semester and Year Submitted Fall, 1980 Credit Hours 3

Prepared by Marcia Guinn

Hours Per Week: Class 2 Lab 2

Prerequisites None

Text(s): Title An Activities Handbook for Teachers of Young Children

Author Doreen J. Croft and Robert D. Hess

Publisher Houghton Mifflin

Copyright Date 1980 Edition Third

Supplemental Materials: (other books, audio visual aids, etc.)

Text:	Oklahoma CDA Curriculum
Transparancies:	Activity Idea Expansion Charts (Instructor)
Project and Activity Books:	Instructor and Reserve Desk of Library Student Resource Center

RATIONALE:

Creative experiences are one way to teach children formally and informally about the world around them and to help them develop physical, motor, emotional, social, moral, self-concept, and intellectual abilities. Experiences are limited only by the imagination.

Designed for individuals preparing to work with young children in group situations, "Cognitive Skills" will acquaint them with a variety of activities and experiences which will foster the total growth and development of the children with whom they work. Each individual will develop the ability to plan and execute experiences for children in both individual and group situations in math, science, social science, family and field trips.

Development of the ability to plan and execute learning experiences in both formal and informal situations is necessary for the individual to acquire competencies leading to the Child Development Associate Credential. These abilities are also important to parents when working with their own children.

"Cognitive Skills for Children" is a required course for all child development majors and will meet the practical arts or general education elective requirements for other majors.

OBJECTIVES:

Upon completion of the course "Cognitive Skills for Children", the student will be able to:

1. Define creative experiences and state their purpose and value to a child's development, including physical, social, emotional, and intellectual.

2. Design lesson plans for cognitive skills activities for young children.

3. Execute the above planned experiences in the classroom with young children.

4. Evaluate the effectiveness of experiences presented to children in group situations and revise the plans for future presentations. Evaluate the effectiveness in terms of the presentation and the individual children and their progress.

5. Organize a file of experiences for young children in each of the following areas, including full plans and evaluation methods.

    A. Math
    B. Science
    C. Social Science
    D. Ecology

6. Describe theories of cognitive development and their practical application to curriculum develop for the preschool child.

METHODS OF INSTRUCTION:

Lecture
Small and large group discussion
Self-paced text on objectives and curriculum
Demonstration of activity presentations for children
Field Experiences---Child Development Centers
    A. Planning and presentation of activities with children
    B. Practicum in working with children in groups

EVALUATION:

Examinations	25%
Field Experiences	50%
Class Assignments and Participation	25%

COURSE CONTENT OUTLINE:

UNIT I: Introduction (1 week)
This unit will provide the student with the methods and procedures for demonstrating competency in each objective when working with young children in a child development center.

UNIT II. Cognitive Experiences (2 weeks)
This unit will enable the student to accomplish Objective 1.

- A. Definition of Cognition and Theoretical Base
- B. Purpose of Cognitive Experiences in the Curriculum
- C. Value of Cognitive Experiences to Total Development
- D. Developing Plans for Cognitive Experiences
- E. Methods, Techniques, and Demonstration of Cognitive Theory

UNIT III. Cognitive Activities (12 weeks)
This unit will enable the student to accomplish Objectives 2-5.

- A. Importance of Each Area to Children's Development
- B. Experiences for Each Area
- C. Methods and Materials for Each Area
- D. Guiding Activities in Each Area
- E. Areas to be Covered
    1. The Child and his/her Experiences
    2. Social Science
    3. Math
    4. Science
    5. Prop Boxes

LEARNING ACTIVITIES:

The following activities will be completed by the student to meet course requirements.

1. Portfolio Section
2. Fifteen Activities
3. Learning Units
4. Class Presentation
5. Prop Box
6. Plan and Implement Social Science, Biological Science, Physical Science, and Math Learning Centers.

7. A Plan for a Resource Person or Field Trip
8. A Picture File Related to Social Development and Science
9. Prop Box
10. Science Experiment Plan

DIVISION COURSE SYLLABUS

Division and Course Number Social Science - CD 2554

Course Title Curriculum Planning

Semester and Year Submitted Fall, 1980 Credit Hours 4

Prepared by Susan C. Loveless

Hours Per Week: Class 2 Lab 4

Prerequisites HMEC 2523 or Permission of the Instructor

Text(s): Title Resources for Creative Teaching in Early Childhood Education

Author Flemming, Hamilton and Hicks

Publisher Harcourt, Brace, and Jovanovich

Copyright Date 1977 Edition First

Supplemental Materials: (other books, audio visual aids, etc.)

Text: Oklahoma CDA Curriculum

Project and Activity Books: Instructor and Reserve Desk of Library
Student Resource Center

Filmstrips: Instructor

Transparancies: Instructor Developed

RATIONALE:

A "planned curriculum" is one of the essential components of a program for early childhood and includes more than the daily lesson plans or daily schedule of events. Designed for those who plan to work with children in group situations, "Curriculum Planning" helps to lay the foundations for developing a program that will be beneficial to the children being served.

Individuals must have knowledge of both traditional and experimental programs before they can design programs to meet the needs of the particular children with whom they are working. Teachers must understand and utilize the essential elements of a program such as philosophy, assumptions, objectives, and purpose to best meet the needs of the children involved.

Once the elements of a curriculum are understood, the individuals can plan activities with purpose; design schedules to meet the needs of the group, improvise, and evaluate the various aspects of the program for improvement.

Program planning is an integral part of the curriculum for the individual to acquire the competencies leading to the Child Development Associate credential.

Curriculum Planning is a required course for child development majors and as an elective, will fulfill the practical arts requirements or general elective for other majors.

OBJECTIVES:

1. Demonstrate the importance of physical facilities and room arrangements to early childhood programs and young children through designing an appropriate facility.

2. Select materials and equipment for children, according to established guidelines.

3. Develop and implement an appropriate daily schedule for the children.

4. Design and implement a program for a group of young children in accordance with the goals and purposes of the program. Include: (1) yearly calendar; (2) two weekly/daily plans; (3) ten activity cards; (4) two resource unit cards; and (5) two instructional units.

5. Develop a Resource Materials File including: (1) pictures; (2) poems; (3) fingerplays; (4) songs; and (5) recipes.

6. Develop an Activity Resource File including at least ten resource unit cards, and twenty activity cards. Build on the file from activities in other child development courses.

7. Assess, plan and implement an individual education plan with one child.

8. Demonstrate daily the ability to: (1) appropriately guide the children's activities; (2) provide appropriate transition activities; (3) improvise with the children to encourage spontaneous learning; and (4) handle a "crisis" in the classroom.

9. List and describe guidelines for developing an effective program for young children.

METHODS OF INSTRUCTION:

Lecture
Small and large group discussion
Written reports on specified field experiences
Field experiences--Child Development Centers
- A. Observation of various aspects of program development
- B. Practicum in working with children in groups
- C. Practicum in program development and supervision

EVALUATION:

Examinations	25%
Field Experiences	50%
Class Assignments and Participation	25%

COURSE CONTENT OUTLINE:

UNIT I. Introduction (1 week)
This unit will provide the student with the methods and procedures for demonstrating competence in each objective when working with young children in a child development center.

UNIT II. Program Structure and Patterns (1 week)
This unit will enable the student to accomplish Objectives 1-4.

A. Purposes and Goals
B. Roles and Responsibilities
  1. Staff
  2. Parents
  3. Volunteers
C. Licensing Standards
D. People in the Program

UNIT III. Physical Facilities (2 weeks)
This unit will enable the student to accomplish Objective 1.

A. Space Allocation
B. Learning Centers
  1. Indoors
  2. Outdoors
C. Maintenance and Repair

UNIT IV. Materials and Equipment (1 week)
This unit will enable the student to accomplish Objective 2.

A. Minimum Standards and Recommendations
B. Selection
C. Utilization
D. Maintenance and Repair

UNIT V. Program Planning Tools (8 weeks)
This unit will enable the student to accomplish Objectives 3-7.

A. Long Range Planning - Yearly Calendar
B. Daily Schedule

C. Weekly/Daily Plans
    1. Themes/Goals
    2. Plan Format
    3. Completing the Plan
D. Resource or Learning Units
E. Instructional Unit
F. Activity Plan
G. Resource Material File
H. Individual Education Plan

UNIT VI. Program Implementation (2 weeks)
This unit will enable the student to accomplish Objective 8.

A. Routines
B. Guidance
C. Transition
D. Improvising
E. Crisis

UNIT VII. Evaluation (1 week)
This unit will enable the student to accomplish Objective 9.

LEARNING ACTIVITIES:

The following activities will be completed by the student to meet course requirements.

1. Philosophy of Early Childhood Education
2. Environment and Staff Sections of Portfolio
3. Yearly Calendar
4. Daily Schedule
5. Two Weekly/Daily Plans
6. Two Resource Unit Cards
7. Two Instructional Units
8. Activity File with a Minimum of Twenty Activity Cards

9. Resource File with a Minimum of Twenty-Five (a) Pictures, (b) Songs, (c) Puppet Stories, (d) Flannel Board Stories, (e) Recipes, (f) Poems, (g) Fingerplays, etc.

10. Current and Revised Room Arrangement Including Comparison Evaluation

11. Evaluation of Outdoor Environment

12. Overall Program Evaluation

13. Survey of Learning Center Materials Available and Needed

14. Ten Transition Activities

15. Fifteen Activities - to go in Activity File and Completed, One a Week, in the Lab.

DIVISION COURSE SYLLABUS

Division and Course Number Social Science - CD 2562

Course Title Family Counseling

Semester and Year Submitted Fall, 1980 Credit Hours 2

Prepared by Susan C. Loveless

Hours Per Week: Class 2 Lab 2

Prerequisites HMEC 2523 or PSYC 2523 and CD 2533

Text(s): Title Parent Involvement in the Home, School, and Community

Author George S. Morrison

Publisher Charles E. Merrill

Copyright Date 1978 Edition First

Supplemental Materials: (other books, audio visual aids, etc.)

Text: Oklahoma CDA Curriculum

Book: Parent Involvement in Early Childhood Education
Honig, Alice S.
National Association for the Education of Young Children
1975, First Edition

Filmstrip: Parenthood in America
The Effective Parent

Student Resource Center

RATIONALE:

Parents, teachers, and community are interrelated resources for meeting the needs of young children in child development centers. Without the coordinated use of all three, it is possible to hinder rather than foster development.

Communication among the three is essential to good working relationships. Through adequate communication the parents, teachers, and community will be able to work together and enhance each other's part in the child's life.

When parents and teachers work together, the child is less confused and learning occurs more easily. Also, when parents and teachers utilize community resources, another dimension is added to the child's life and further learning occurs.

Children often respond differently to teachers than to parents; this places a responsibility on the teacher to report developmental progress and events to parents. In addition, parents who know the reasons for activities, and the goals and purposes of programs for their children tend to respond more favorably to suggestions from the teacher.

Each parent is different; thus, the teacher must develop the ability to work with parents through home visits, conferences, meetings, etc., and utilize the most effective method with each parent.

"Family Counseling" is a required course for all child development majors and will meet the practical arts or general education elective requirements for other majors.

OBJECTIVES:

Upon completion of the course "Family Counseling" the student will be able to:

1. Provide learning experiences which emphasize the importance of each family.
2. Demonstrate the ability to work with parents and families with varying backgrounds.
3. Demonstrate the ability to communicate with parents through telephone, letters, home visits, conference, bulletin boards, meeting, and notes sent home and utilize each of these in the program.
4. Coordinate parents' and centers' expectations as they relate to the children's program, parent involvement, and parent education.
5. Listen to parents as they express their concerns regarding their child and the program and demonstrate the ability to utilize their suggestions appropriately.
6. Demonstrate the teacher's role in parent meetings.
7. Provide adequate opportunities and encourage volunteer help in the center, where applicable.
8. Demonstrate the ability to utilize the community as part of the classroom through field trips in the community and community visitors in the center.
9. Develop and present a parent education program.
10. Demonstrate the confidentiality of information by providing a secure place for children's records and sharing the records only with appropriate personnel.
11. Develop a resource file of community referral services for parents and children.

METHODS OF INSTRUCTION:

- Lecture
- Small and large group discussion
- Oral reports
- Written reports
- Field experiences
- Audio-visual presentations
- Role playing

EVALUATION:

Examinations	25%
Field Experiences	50%
Class Assignments and Participation	25%

COURSE CONTENT OUTLINE:

UNIT I. Introduction (1 week)
This unit will provide the student with the methods and procedures for demonstrating competency in each objective when working with young children in a child development center.

UNIT II. Cultures and Sub-Cultures in America (2 weeks)
This unit will enable the student to accomplish Objectives 1-2.

A. Family Settings
B. Roles of Family Members
C. Cultural Environment

UNIT III. Working with Parents (4 weeks)
This unit will enable the student to accomplish Objectives 3-6.

A. Involving Parents in the Program
B. Effective Communication
C. Parents Groups

UNIT IV. Working with Volunteers (2 weeks)
This unit will enable the student to accomplish Objective 7.

A. Involving Volunteers in the Program
B. Follow-up Activities with Volunteers

UNIT V. Working with the Community (2 weeks)
This unit will enable the student to accomplish Objective 8.

A. Involving the Community in the Program
B. Identifying Community Resources
C. Bringing Resources to the Center
D. Evaluating Community Resources

UNIT VI. Parent Education (2 weeks)
This unit will enable the student to accomplish Objective 9.

A. Necessity of Parent Education
B. Parent Education Ideas
C. Methods for Parent Education
D. Evaluating Parent Education

UNIT VII. Referral Services (2 weeks)
This unit will enable the student to accomplish Objectives 10-11.

A. When and Why of Referral
B. Identification and Location of Resources
C. Methods of Referral
D. Follow-up Activities

LEARNING ACTIVITIES:

The following activities will be completed by the student to meet course requirements.

1. Fourteen "Family" Activities
2. Fourteen "Culture" Activities
3. Two Bulletin Boards for Parents
4. One Parent Newsletter
5. Plan and Present a Parent Meeting
6. Two Home Visits
7. One Parent Education Handout
8. One Take-Home Pack
9. Resource File of Community Services

10. One Field Trip
11. One Community Visitor
12. Home-Center Section of Portfolio

DIVISION COURSE SYLLABUS

Division and Course Number Social Science - CD 2573

Course Title Children with Special Needs

Semester and Year Submitted Fall, 1980 Credit Hours 3

Prepared by Marcia Guinn

Hours Per Week: Class 2 Lab 2

Prerequisites HMEC 2523 or PSYC 2523, and CD 2533

Text(s): Title Young Children with Special Needs

Author Nancy H. Fallen and Jill E. McGovern

Publisher Charles E. Merrill

Copyright Date 1978 Edition First

Supplemental Materials: (other books, audio visual aids, etc.)

Text: Oklahoma CDA Curriculum

Booklets: Children with Special Problems
Dashe, Marilyn, Editor
Day Care and Child Development Council of America
1972

Understanding Young Children Series
ERIC Clearinghouse on Early Childhood Education
1974

Filmstrips: With Pride to Progress: The Minority Child
Even Love is not Enough: Children with Handicaps
The Handicapped Child

Student Resource Center

RATIONALE:

Programs for young children should focus on meeting the developmental levels and needs of individual children. When this focus is incorporated into the goals of programs, the special needs of each child are recognized and plans for meeting these needs are implemented.

The special needs in children are not limited by size; they cover physical, motor, emotional, behavioral, intellectual, and mental problems. Each area plays a significant role in children's development; thus all solutions in meeting these needs must be employed.

Teachers of young children must develop the ability to recognize these special needs in individual children. They must then be able to interact with the children to foster total growth and development.

In addition, teachers must recognize their own limitations in evaluating and treating many special needs. They must be able to identify and locate services for referral of children and their families for more extensive therapy.

"Children with Special Needs" is a required course for all child development majors and will meet the practical arts or general education elective requirements for other majors.

OBJECTIVES:

Upon completion of the course "Children with Special Needs", the student will be able to:

1. Define "special needs" in development and describe those which require specialized treatment.
2. Recognize various types of handicaps in children or case studies of children.
3. Change the physical and psychological environment to best meet special needs of the children.
4. Integrate children with handicaps into the total center environment.
5. Promote positive self-concept development of all children through activities and guidance.
6. Demonstrate the techniques involved for working with special needs of children.
7. Provide activities at the appropriate developmental level for children with special needs.
8. Accept children with handicaps.
9. Provide referral and evaluation by specialists for suspected developmental problems.
10. Implement recommendations from consultants to enhance development of children with special needs.
11. Demonstrate the ability to perform two developmental assessments for children.
12. Establish a file of referral resources available to young children and their families.
13. Develop a system and records for the referral of children with special needs.
14. Assist the parents in coordinating the development of their children in both the center and the home.

METHODS OF INSTRUCTION:

- Lecture
- Large and small group discussion
- Supervised field experiences---Child Development Centers:
  - Observations and written reports of children with special needs
  - Assessment of developmental levels of children
  - Recognition of special needs children and description of referral process with parents
  - Activities planned and presented to meet special needs
- Audio-visual presentations
- Role playing
- Field Trips

EVALUATION:

Examinations	25%
Field experiences	50%
Class Assignments and Participation	25%

COURSE CONTENT OUTLINE:

UNIT I. Introduction (1 week)
This unit will provide the student with the methods and procedures for demonstrating competency in each objective when working with young children in a child development center.

UNIT II. Overview of Normal Development (1 week)
This unit will provide the student with a review of normal development as a foundation for studying and recognizing exceptional development in children.

UNIT III. - VI. Exceptional Development (10 weeks)
These units will enable the student to accomplish Objectives 1-8. Each unit will include the following:

A. Causes
   1. Hereditary
   2. Environmental
B. Methodology for working with exceptional children
C. Attitudes toward exceptionality
D. Educational settings for the exceptional child

UNIT III. Developmental Disabilities

A. Characteristics
B. Methods and techniques
C. Differentiation from learning disabilities

UNIT IV. Physical Impairment (including sensory disabled)

UNIT V. Emotional/Social Maladjustment

UNIT VI. Ecological Needs

A. Economically disadvantaged
B. Neglected and abused
C. Single parent family
D. Parent substitutes

UNIT VII. Evaluation and Children: Systematic Observation, and a System for Remediation (2 weeks)
This unit will enable the student to accomplish Objectives 9-11.

A. Purpose of evaluation, identification, and remediation
B. Utilizing and reporting of assessments
C. Confidentiality of information
D. Planning for remediation

UNIT VIII. Parents and Referral of Children (2 weeks)
This unit will enable the student to accomplish Objectives 9-14.

A. Working with parents of exceptional children
B. Referral resources
C. Referral processes
D. Due Process
E. Individual educational plans
F. Public Law as it relates to exceptionality

LEARNING ACTIVITIES:

The following activities will be completed by the student to fulfill course requirements:

1. Checklist assessment and Individual Education Plan

2. A Special Needs brochure file for parents

3. A File of Services available in the community

4. Portfolio Section

5. Ten to fifteen written individual plans

6. A Parent Meeting plan

7. Bulletin Board plan

DIVISION COURSE SYLLABUS

Division and Course Number Social Science - CD 2583

Course Title Language and Physical Skills for Children

Semester and Year Submitted Fall, 1980 Credit Hours 3

Prepared by Marcia Guinn

Hours Per Week: Class 2 Lab 2

Prerequisites None

Text(s): Title Helping Children Develop Language Skills: A Book of Activities

Author Merle B. Karnes

Publisher Council for Exceptional Children

Copyright Date 1973 Edition Revised

Supplemental Materials: (other books, audio visual aids, etc.)

Text: Daily Sensorimotor Training Activities
Braley, Konicki, Leedy
Peek Publications
1968 First Edition

Oklahoma CDA Curriculum

Transparancies: Activity Idea Expansion Charts (Instructor)

Project and Activity Books: Instructor and Reserve Desk of Library
Student Resource Center

RATIONALE:

Creative experiences are one way to teach children formally and informally about the world around them and to help them develop physical, motor, emotional, social, moral, self-concept, and intellectual abilities. Experiences are limited only by the imagination.

Designed for individuals preparing to work with young children in group situations, "Language and Physical Skills" will acquaint them with a variety of activities and experiences which will foster the total growth and development of the children with whom they work. Each individual will develop the ability to plan and execute experiences for children in both individual and group situations in the areas of language, literature, body skills, and self-concept.

Development of the ability to plan and execute learning experiences in both formal and informal situations is necessary for the individual to acquire competencies leading to the Child Development Associate Credential. These abilities are also important to parents when working with their own children.

"Language and Physical Skills for Children" is a required course for all child development majors and will meet the practical arts of general education elective requirements for other majors.

OBJECTIVES:

Upon completion of the course Language and Physical Skills for Children the student will be able to:

1. Define creative experiences and state their purpose and value to a child's development, including physical, social, emotional, and intellectual.
2. Design lesson plans and learning centers for language and physical skills activities for young children.
3. Execute the above planned experiences in the classroom with young children.
4. Evaluate the effectiveness of experiences presented to children in group situations and revise the plan for future presentations. Evaluate the effectiveness in terms of the presentation and the individual children and their progress.
5. Organize a file of experiences for young children demonstrating techniques discussed in class and used in the laboratory setting.
   A. Language Activities
   B. Creative Movement
   C. Fine and Gross Motor Activities
   D. Literature
   E. Self-Concept
   F. Books Reviewed
6. Evaluate children's books.

METHODS OF INSTRUCTION:

Lecture
Small and large group discussion
Self-paced text on objectives and curriculum
Demonstration of activity presentations for children
Field Experiences---Child Development Centers
    A. Planning and presentation of activities with children
    B. Practicum in working with children in groups

EVALUATION:

Examinations	25%
Field Experiences	50%
Class assignments and Participation	25%

COURSE CONTENT OUTLINE:

UNIT I. Introduction (1 week)
This unit will provide the student with the methods and procedures for demonstrating competency in each objective when working with young children in a child development center.

UNIT II. Creative Experiences (2 weeks)
This unit will enable the student to accomplish Objective 1.

A. Definition of Creative Experiences
B. Purpose of Creative Experiences in the Curriculum
C. Value of Creative Experiences to Total Development
D. Developing Plans for Creative Experiences

UNIT III. Language and Physical Skills (12 weeks)
This unit will enable the student to accomplish Objectives 2-5.

A. Importance of Each Area to Children's Development
B. Experiences for Each Area
C. Methods and Materials for Each Area
D. Guiding Activities in Each Area
E. Areas to be Covered
    1. Language
    2. Literature
    3. Body Skills
    4. Self-Concept

LEARNING ACTIVITIES:

The following activities will be completed by the student to meet course requirements.

1. Eight Language Activities
2. Eight Physical Skills Activities
3. Thirty Reviews of Children's Books
4. Two Presentations in Class--One Language, and One Physical Skills
5. Portfolio Sections
6. Field Trip
7. Bulletin Board Plan
8. Resource File

FORMS

A variety of forms are utilized in the Oklahoma Child Development Associate Training program. This section provides a set of sample forms that may be beneficial in conducting and implementing the Oklahoma CDA Curriculum, Revised.

A. Observation

B. Conference

C. Activity Card

D. Resource or Learning Unit

E. Yearly Calendar

F. Daily Schedule

G. Weekly Plan

CDA OBSERVATION/FIELD SUPERVISION

The Observation/Field Supervision form utilized by the Oklahoma Child Development Associate program includes three sections.

Section I includes pertinent data regarding the trainee and his/her center.

1. Trainee/Position
2. Program/Center
3. Observation Number
4. Date of Visit
5. Time of Observation
6. Ages of Children
7. Child/Staff Ratio
8. Course(s) in which the trainee is currently enrolled
9. Instructor making the observation

Section II includes information regarding the purpose of this observation.

1. List the field objectives and functional areas to be observed.

Section III includes information regarding the actual observation. This information should be specific in nature and include observations of behaviors and be free from judgements about what the observer is seeing.

1. Behavioral Observation: Description of setting, behaviors, outcomes; number each behavior/incident.

The observation is written in triplicate with distribution as follows: original to the trainee, second copy to the instructor/supervisor, and the third copy to the Child Development office. In this way, both the trainee and the instructor/supervisor have a running record of the observations and the Child Development office has a copy for future reference and reporting purposes.

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CDA OBSERVATION/FIELD SUPERVISION

		1 2 3 4 5
Trainee/Position	Program/Center	Observation Number (This semester)

	From To		
Date of Visit	Time of Observation	Ages of Children	Child/Staff Ratio

Course(s)	Instructor/Supervisor

Field Objectives & Functional Areas to Observe:

Behavioral Observation: (Description of setting, behaviors, outcomes; number each behavior/incident.)

Distribution: White---Trainee; Yellow---Instructor; Pink---CDA Office

CDA OBSERVATION/CONFERENCE SUMMARY

The Observation/Conference Summary form utilized by the Oklahoma Child Development Associate program is designed to be used in a follow-up session with the trainee. This form has four sections.

Section I includes pertinent data regarding the trainee and conference.

1. Trainee
2. Date of Conference
3. Time of Conference

Section II includes a list of the thirteen functional areas with space for the trainee and the instructor/supervisor to check those areas which were observed. The decision regarding which areas were observed is a joint decision arrived at through discussion of the specific behaviors and incidents observed.

Section III includes information pertinent to the observation which might have a bearing on the observation and performance of the trainee.

1. List from the daily schedule the activities which were scheduled during the time of the observation.
2. List any unusual conditions which were present during the observation, such as weather, visitors, party, holiday, etc.

Section III includes the specific comments of the Trainee and the Instructor/Supervisor. These comments should include strengths, progress, suggestions for improvement, future training needs, field objectives completed, etc. Refer to each of the behaviors/incidents of the observation.

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OBSERVATION/CONFERENCE SUMMARY

______________________	______________________	From ________ To ________
Trainee	Date of Conference	Time of Conference

Competency/Functional Areas Observed:

Safe ____
Healthy ____
Environment ____

Physical ____
Cognitive ____
Creative ____
Language ____

Individual Strength ____
Self-Concept ____
Social ____
Group Management ____

Home Center ____
Staff ____
Personal Capacities ____

Scheduled Activities During Observation: (From Daily Schedule or Plan)

Unusual Conditions: (Weather, visitors, party, etc.)

Specific Trainee & Instructor/Supervisor Comments: (Strengths, progress, suggestions for improvement, future training needs, field objectives, etc. Refer to each of the numbered behaviors/incidents of the observation.)

I have reviewed and discussed this observation and conference.

______________________	______________________
Trainee Signature	Instructor Signature

Distribution: White---Trainee; Yellow---Instructor; Pink---CDA Office

ACTIVITY CARD

The following is a reduced sample of the Activity Card for the trainee to write up activities which he/she learns from others, makes up himself/herself, etc. Specific information regarding the development of the card is presented in the "Teacher Resources" chapter of each curriculum book.

Concept/Skill:	Activity:
Learning Center:	Grouping:
Objective:	
Materials:	
Procedures:	
Other Concepts/Skills:	Other Activities:

ACTIVITY CARD

The following is a reduced sample of the Activity Card for the trainee to write up activities which he/she finds in books and materials which he/she owns or has ready access to in the center. Specific information regarding the development of the card is presented in the "Teacher Resources" chapter of each curriculum book.

Concept/Skill:	Activity:
Learning Center:	Grouping:
Resource:	
Page:	
Other Concepts/Skills:	Other Activities:

RESOURCE OR LEARNING UNIT

On the following pages are examples of the front and back of the Resource or Learning Unit Card. Specific information for the development of the Resource or Learning Unit and the completion of the card is listed in the chapter "Teacher Resources" of each of the curriculum books.

RESOURCE OR LEARNING UNIT

THEME/CONCEPT/SKILL:

CURRICULUM AREA:

Books, Stories, Films	Poems, Fingerplays	Songs, Rhythms, Records	Dramatic Play	Gross Motor

RESOURCE OR LEARNING UNIT

THEME/CONCEPT/SKILL:				CURRICULUM AREA:	
Manipulative Materials	Art Activities	Field Trips	Cooking Experiences	Community Visitors	Other

BOOK CARD

The following is a reduced sample of the Book Card for the trainee to write up children's books which he/she reads and has access to for use with the children. Specific information regarding the development of the card is presented in the "Teacher Resources" chapter of the curriculum book.

Concept/Skill:

Title:

Author:

Publisher:

Cost: (If available)

Summary or description of the content:

List of all major concepts which the story will teach:

LONG RANGE PLANNING---YEARLY PLAN

On the following page is a sample form for the development of the Yearly Plan. Specific information for developing the Yearly Plan is given in the curriculum book, Program Planning.

LONG RANGE PLANNING YEARLY CALENDAR

JANUARY	FEBRUARY	MARCH	APRIL
MAY	JUNE	JULY	AUGUST
SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER

DAILY SCHEDULE FORMAT

This is a sample format for the development of the Daily Schedule. Specific information for its development is given in the curriculum book, Program Planning.

Time From---To		Activity(ies) Area(s)	Person Responsible
8:00	9:00	Free Choice Specific areas designated each day	Teacher and Aide
9:00	9:30	Group Time Calendar Helpers for the Day Concept Development	Aide
9:30	9:45	Snack	Teacher

Etc.

WEEKLY PLAN FORMAT

This format for a Weekly Plan is based on the Daily Schedule Format on the previous page. Specific information regarding the development of the Weekly Plan and completion of the plan is given in the curriculum book, Program Planning.

Activity(ies) Area	Monday	Tuesday	Wednesday	Thursday	Friday
Free Choice					
Group Time					
Snack					
Directed Learning					
Etc.					

CHILD DEVELOPMENT ASSOCIATE ASSESSMENT AND CREDENTIALING

The desire and goal to be assessed and credentialed as a CDA should be the culmination of Child Development Associate training. This is a national process performed through the National Child Development Associate Office.

Basically, the process is a team assessment of the Candidate (trainee) by four people: (1) the Candidate, (2) the Advisor (trainer), (3) the Parent-Community Representative, and (4) the National CDA Office Representative. Each person on the team is responsible for gathering specific information on the Candidate's performance in working with three to five year old children in a group setting. Team members, other than the Candidate, perform such tasks as observing the Candidate in the classroom, gathering information from the parents of the children, and interviewing the Candidate, which provide a written description of the Candidate's competence. The Candidate is responsible for developing a Portfolio which provides his/her written description of his/her competence in working with young children. (See the following section for specific information on Portfolio Development.) When the collection of information has been completed by all team members, they meet and review and discuss all information, make decisions on competence and/or the need for more training, and make recommendations for the Credential.

Further information and materials for the specific steps of assessment may be obtained by writing:

CDA National Office
Bank Street College
1341 G Street, NW
Suite 802
Washington, D.C. 20005

Telephone: 1-800-424-4310

PORTFOLIO DEVELOPMENT

As a part of the assessment and credentialing process for the Child Development Associate Credential, the Candidate (trainee) must develop a Portfolio. The Portfolio should contain materials which present a complete and accurate picture of the Candidate's competence in working with three to five year old children in a group setting.

A. REQUIREMENTS

Child Development Associate Consortium guidelines for development of the Portfolio are broad and general. The Portfolio must include (1) a personal profile of the Candidate, of no more than 300 words; (2) thirteen sections, one for each of the functional areas; (3) at least one piece of evidence in each of the thirteen functional areas, accompanied by a written explanation of the reason the evidence is included and the way it demonstrates the Candidate's work with children, and (4) each piece of evidence must be labeled with the functional area.

The Portfolio is not a scrapbook, and pieces of evidence should be selected carefully. Developing the Portfolio should be a learning experience and an outgrowth of the Candidate's training and working with children.

B. OPTIONAL INFORMATION FOR THE PORTFOLIO

The following suggestions for the Portfolio are NOT requirements, but ideas that have proved successful for many candidates during the field test of these materials.

1. Description of the setting, including type of center, information about the children's backgrounds and ages, etc.

2. Beliefs about Early Childhood Education, including a brief discussion of the Candidate's philosophy of early childhood education.

3. For each of the thirteen functional areas, include the following pieces of evidence:
   a. Rationale---a discussion of the reasons the Candidate feels that the functional area is important to a program for young children.
   b. Goals---a listing of the broad goals in the specific functional areas that the Candidate has set for the program and/or the children for the year.
   c. Evidence---two additional pieces of evidence which illustrate the Candidate's competence in each area, including a written explanation for each. (Including these pieces of evidence in the Portfolio will give a minimum of four pieces of evidence for each of the thirteen

functional areas, rather than the one that is required.)

4. Illustrating Evidence---Pieces of evidence may be sketches, photographs, samples, examples, or written descriptions of the activity or item presented. The Candidate would then write a brief explanation showing the ways in which the evidence demonstrates competence in the area and the reason for its being in the Portfolio.

5. Neat and legible---this may be printed, longhand, or typed.

6. Easy to handle---large cumbersome materials and items falling out provide difficulty for each person reviewing the Portfolio. Select a format for the Portfolio and keep it simple and consistent. (Most Candidates have found that a loose leaf notebook or manila folders provide the best format.)

The Portfolio Outline and the Sample Portfolio which follow are designed to provide a guide for trainers and trainees working toward assessment. Through field testing the materials, these guides have proved beneficial to trainees in developing their own individual Portfolios.

PORTFOLIO OUTLINE

I. Entering Materials in the Portfolio
   - A. Include the title of the functional area and the evidence number in the upper right-hand corner of each piece of evidence.
   - B. Explain the reason for including the piece of evidence in the specific functional area.
   - C. Describe how the piece of evidence demonstrates the individual's competence in the functional area.
   - D. If a piece of evidence pertains to more than one functional area, include it only once, and in the description, note the other area(s) to which it pertains.
   - E. Mount or index materials in a uniform manner.
   - F. Be neat and organized.

II. Sample Rationale

Nutrition is vital to the development of preschool children. A knowledge of nutrition is essential for the individuals in a child development center where they are responsible for the health and welfare of each child in the center.

Teachers in a child development center should be committed to the development of the whole child, which means they must develop the ability to plan and prepare nutritious meals and snacks for children. In addition, they must provide experiences in the curriculum to promote good nutrition and mealtime habits in children. Throughout, the teacher must consider the child's developmental level and home environment.

III. Sample Goals
   - A. Each child will be able to select the foods necessary in a daily balanced diet.
   - B. Each child will be able to serve many foods for himself/herself.
   - C. Each child will be able to try new foods prepared in a new way, with a minimum of pursuading.
   - D. Each child will show a positive increase in physical development.
   - E. Each child identified as having a nutrition deficiency will be provided with a program to correct the deficiency.

IV. Personal Profile

The following outline provides ideas for organizing the personal profile sketch of the individual and the types of information which may be included.

A. Personal Data

1. Name
2. Address
3. Telephone
4. Marital Status
5. Number of Children
6. Health
7. Hobbies and Interests
8. Photograph

B. Educational Data

1. High School Attended
2. Years Completed
3. Program or Certificate
4. Colleges Attended
5. Degree(s)
6. Hours Completed
7. Workshops Attended
    a. Topic
    b. Dates
    c. Sponsor

C. Professional Data

1. Work Experience (Begin with your present position)
    a. Place of Employment, Address, Telephone
    b. Position
    c. Position Description
    d. Reference
2. Organizations
   Title of organization and statement of purpose of the organization. Indicate those in which you hold or have held an office.
3. Committees
   Title and statement of purpose of committees to which you hold membership.

V. Beliefs About Early Childhood Education

A brief summary of why you feel early childhood education is important and why you want to work with young children.

VI. Setting

Write a description of the center including the kinds of information listed in the following outline.

A. Description of Setting
  1. Name of Center
  2. Address
  3. Sponsorship
  4. Telephone

B. Description of the Purpose of the Center and Center Goals

C. Description of Classes
  1. Number of classes
  2. Personnel in each class
  3. Licensing
  4. Community in which located

D. Description of the Children in the Classroom
  1. Number of boys and number of girls
  2. Racial/ethnic backgrounds
  3. Ages of children
  4. Length of time the children have been in the center/class
  5. Handicaps and special needs of the children

NOTE: DO NOT USE ANY CHILD'S COMPLETE NAME.
NAMES DO NOT HAVE TO BE USED AT ALL.

VII. Thirteen Functional Areas

Each of the functional areas are listed on the following pages. Each area has the definition of the area and suggestions of the kinds of pieces of evidence which might be included in that area.

One piece of evidence must be included for each area. It is usggested that four pieces of evidence be used: rationale, goals, and two other pieces.

Be creative and think of the types of evidence which best demonstrate the individual's competence.

SAFETY

Definition

Provides a safe environment by taking necessary measures to reduce or prevent accidents.

Rationale

Describe the importance of the functional area.

Goals

List the goals for the year for the group of children to accomplish.

Other Pieces of Evidence might be:

Safety Lessons---describe the types of safety lessons used and include some plans and descriptions.

Fire Exit Plan---include the plan and describe who designed the plan, who approved the plan, and how the plan is posted and utilized in the classroom.

Tornado/Hurricane Plan---include the plan, describe who designed the plan, who approved the plan, and how the plan is posted and utilized in the classroom.

Emergency Plans/Drills---include the plans and describe who designed them, and who approved them. Include the frequency of the drills and how the drills are evaluated.

Information provided parents concerning emergencies and the center's policies.

Accident plans and notification of parents.

Emergency Information Cards---information required, location of cards, access to information, and utilization of cards.

Responsibility for the safey in the classroom, center, outdoor area---describe your responsibility and how you accomplish this and briefly describe who has the other responsibilities.

HEALTH

Definition
Provides an environment that is free of factors which may contribute to or cause illness.

Rationale
Describe the importance of the functional area.

Goals
List the goals for the year for the group to accomplish.

Other Pieces of Evidence Might be:
Health Lessons---describe the types of health lessons used and include some plans and descriptions.

Nutrition Lessons---describe the types of nutrition lessons used and include some plans and descriptions.

Health Information Sheets and Data---when these are completed; by whom; where filed; utilization of records.

Plan for a child who becomes ill---procedures followed; responsibilities of different personnel.

Health Activities Conducted Daily---list and describe the health activities which are a part of the daily schedule.

Menus---include sample menus for meals and snacks; who develops the menus and evaluates them; how are the meals and snacks used for learning experiences; if you were responsible for planning the menus what changes would you make.

Daily Health Check---how it is done, and by whom; what is checked; what is done with the results.

ENVIRONMENT

Definition

Selects materials and equipment and arranges the room to provide an environment conducive to learning and appropriate to the developmental level of the children.

Rationale

Describe the importance of the functional area.

Goals

List the goals for the year for the group to accomplish.

Other Pieces of Evidence might be:

Floor plan---a scale drawing of the classroom and its relationship to the rest of the center; indicate all interest centers, windows, and doors. Note any centers which change and the frequency with which they are changed. Who designed the plan and how it meets the needs of the children. If you did not design the plan, what changes would you make and why.

Emotional Environment---describe the emotional environment and the factors which contribute to that environment.

Learning Centers---describe and include pictures, sketches, or photographs of each learning center. Describe the importance of the learning center to the children's development and how the materials in the center are utilized.

Equipment and Materials---review the equipment and materials available in each learning center; describe the types of equipment and materials which should be added to make the center more functional in the development of children; tell why the equipment or materials are needed.

PHYSICAL

Definition

Provides a variety of appropriate equipment, activities, and opportunities to promote physical development of children

Rationale

Describe the importance of the functional area.

Goals

List the goals for the year for the group to accomplish.

Other Pieces of Evidence might be:

Equipment and Materials---describe the types of materials available for physical development; indicate the location of the materials; how and why they are implemented.

Equipment and Material Additions---describe the types of materials which you feel should be added for physical development and why these materials will foster physical development.

Activity Plans for Physical Development---describe the types of activities used and include some plans and descriptions.

Indoor and Outdoor Activities---describe activities for both indoor and outdoor settings and for both large and small muscles.

Developmental Progress---describe or include the instruments used for recording the developmental progress of the children in physical development.

COGNITIVE

Definition

Provides activities and experiences which encourage questioning, probing, and problem solving skills appropriate to the developmental level of each child.

Rationale

Describe the importance of the functional area.

Goals

List the goals for the year for the group to accomplish.

Other Pieces of Evidence might be:

Activity Plans---describe activities for different types of learning and the cognitive development which is fostered; include such things as problem solving; concept development; questioning; and decision making.

Curriculum Areas---describe the curriculum areas which are covered in the program and the goals for each area. Provide the importance of the area for cognitive development and include some activity plans for the various areas.

Equipment and Materials---describe the types of equipment and materials which are used for the development of cognitive skills; include the way the materials are utilized and what materials should be added and why.

Developmental Progress---describe or include the instrument used for recording the developmental progress of the children in cognitive development.

CREATIVE

Definition

Provides a variety of experiences and media that stimulates children to explore and express their creative abilities.

Rationale

Describe the importance of the functional area.

Goals

List the goals for the year for the group to accomplish.

Other Pieces of Evidence might be:

Activity Plans for Creativity---describe the types of activities used to develop creativity in children; include the plans and descriptions of some of the activities.

Curriculum Areas---List and describe the curriculum areas which are utilized mainly for creative development; describe the rationale for including these areas, and some activity plans for each area.

Equipment and Materials---describe the types of equipment and materials available for the development of creativity and how these are used; include items which you feel should be added and why.

Secondary Skills---describe the secondary skills which may be developed through activities designed for creative development. Describe how these will be developed.

Developmental Progress---describe or include the instruments used for recording the developmental progress of the children in creative development.

LANGUAGE

Definition
Helps children acquire and use language as a means of communicating their thoughts and feelings and understanding others.

Rationale
Describe the importance of the functional area.

Goals
List the goals for the year for the group to accomplish.

Other Pieces of Evidence might be:
Activity Plans for Language Development---describe the types of activities used and include some plans and descriptions.

Types of Language---List and describe the types of language which will be developed and why these are important to the development of the children.

Equipment and Materials---describe the types of materials available for language development; indicate the location of these and how they are utilized; include equipment and materials which you feel should be added and why.

Skills to Develop---describe additional skills which will be developed through language activities and include plans.

Developmental Progress---describe or include the instruments used for recording the developmental progress of the children in language.

SELF-CONCEPT

Definition
Helps each child know, accept, and appreciate himself/herself as an individual.

Rationale
Describe the importance of the functional area.

Goals
List the goals for the year for the group to accomplish.

Other Pieces of Evidence might be:
Activity Plans---describe the types of activities used for developing self-concept and include some plans and a description.

Equipment and Materials---describe the types of equipment and materials which are available for the development of self-concept and how these are used. Include materials which you feel should be added and why.

Developmental Progress---describe or include instruments used for recording the developmental progress of the children in self-concept.

INDIVIDUAL STRENGTH

Definition
Helps each child develop a sense of independence and acquire the ability to express, understand, and control his/her feelings.

Rationale
Describe the importance of the functional area.

Goals
List the goals for the year for the group to accomplish.

Other Pieces of Evidence might be:
Activity Plans---describe the types of activities used for developing individual strength and include the plans and descriptions.

Individual Plans---describe how individual plans are developed for children with special needs and how these plans are implemented; describe who designs the plans and include a sample.

Guidance Techniques---describe the general guidance techniques utilized for implementing the total program; include specific techniques implemented for special situations.

Evaluation---describe evaluation techniques utilized determining the effectiveness of guidance techniques.

Developing Progress---describe or include the instruments used for recording the developmental progress of the children toward self-direction and self-guidance.

SOCIAL

Definition

Helps the children learn to get along with others and encourages feelings of mutual respect among the children in the group.

Rationale

Describe the importance of the functional area.

Goals

List the goals for the year for the group to accomplish.

Other Pieces of Evidence might be:

Activity Plans---describe the types of activities used for social development and include some plans and descriptions.

Equipment and Materials---describe the types of equipment and materials available for utilization for social development and how they are used; include materials which you feel should be added and why.

Methods---describe the methods used daily for social development; include what methods are implemented; how they are implemented; and why these methods are best for this group of children.

Developmental Progress---describe or include the instruments utilized for recording the developmental progress of children in social development. Include any check lists or measurement tools.

GROUP MANAGEMENT

Definition

Provides a positive routine and establishes simple rules with the group that are understood and accepted by the children and adults.

Rationale

Describe the importance of the functional area.

Goals

List the goals for the year for the group to accomplish.

Other Pieces of Evidence might be:

Daily Schedule---describe the daily schedule, including routines; describe how the schedule was developed, by whom, and who approved the plan. If you did not design the schedule, indicate any changes you would make in the schedule and why.

Center Rules---describe the rules in the center that the children must follow; describe who designed the rules, how they meet the developmental needs of the children, how they are taught, and your feelings about the rules.

Class Rules---describe the rules in the classroom that the children must follow; describe who designed these rules, how they meet the developmental needs of the children and how they are taught.

Guidance Techniques---describe the guidance techniques which are implemented for teaching rules in the center and classroom.

Individualization of Management of the Group---describe the methods by which rules are individualized to meet the specific needs of each child; when rules are individualized and why.

HOME/CENTER COORDINATION

Definition

Establishes positive and productive relationships with parents and encourages them to participate in the center's activities.

Rationale

Describe the importance of the functional area.

Goals

List the goals for the year for the group to accomplish.

Other Pieces of Evidence might be:

Newsletters
Conferences
Home Visits
Lending Library
Meetings
Educational Activities
Open House
Telephone Conversations

For each of the above activities, include who initiates the activity; possible outcomes and goals of each activity; how the activity is evaluated; recording of information for each activity; importance of each activity to the development of children; and why the particular methods are implemented or not implemented.

STAFF

Definition

Works cooperatively with other staff members concerning plans, activities, policies, and rules of the center.

Rationale

Describe the importance of the functional area.

Goals

List the goals for the year for the group to accomplish.

Other Pieces of Evidence might be:

Yearly plans
Weekly plans
Daily plans

Describe and include these plans; indicate who developed the plans and how they were developed; why the particular individuals were involved; and how the plans are implemented in the classroom.

Center Policies---describe the basic policies; who designed and approved them, and how the center policies promote development of the children.

Administrative Chart---include the administrative chart and describe the responsibilities of each position on the chart.

In-Service Training---describe the types of training opportunities available; and who determines participation in training; how often in-service training sessions are available; who designs the training; how effective is the training.

Cooperative Methods---describe the equipment, materials, and facilities which must be shared and the methods utilized for optimum effectiveness; describe how you feel sharing can accomplish more and be accomplished more effectively.

SAMPLE PORTFOLIO

The Sample Portfolio, which follows, is designed to provide the trainer and trainee with ideas on organization and design of the portfolio. It includes sample pieces of evidence for each of the thirteen functional areas. The Sample Portfolio is based on the Portfolio Outline developed for the Oklahoma CDA Curriculum.

PERSONAL DATA SHEET

Susan Catlett Loveless
3108 Del Rey Drive
Midwest City, Oklahoma 73110
405-732-5273

I was born and raised in Eastern Oklahoma with my parents and two sisters, one older and one younger. I attended school in Muskogee where I graduated in 1962. I then attended the University of Oklahoma and graduated in 1966 with a bachelor's degree in Vocational Home Economics. In the summer of 1968, I returned to school to work on my master's degree and in the summer of 1969, I returned to school full time. I received my Master of Education degree from Northeastern Oklahoma State University, Tahlequah, Oklahoma in 1970. Since 1970, I have continued to return to school to update myself in the field of child development/early childhood education and have completed 30 hours above my master's degree.

1970-Present Oscar Rose Junior College
Midwest City, Oklahoma 73110
405-733-7315

During my ten years at Oscar Rose Junior College I have had the opportunity to be involved in a variety of programs and projects in the areas of Child Development, Home Economics, and Counseling. As both an instructor and program director, I have been involved in the development and improvement of the Child Development Program at Oscar Rose for the past eight years. This has included teaching a variety of early childhood education courses, observing and supervising students in field experiences, counseling students, coordinating the training with ten other institutions, and writing curriculum materials.

1970 Cave Springs High School
Cave Springs, Oklahoma

In the spring of 1970 I was instructor/counselor for a Career Education Pilot Project at Cave Springs High School. In addition, I worked with the Cherokee Tribe in housing and home management.

1966-1969 Henryetta Public Schools
Henryetta, Oklahoma
Instructor of Vocational Home Economics

1966 Muskogee Central High School
Muskogee, Oklahoma
Vocational Home Economics Intern

My experiences in child care have included three years work in the college child care facility, baby sitting with three to five year olds in the summer, and instructor/supervisor of vocational child care students, and director of the child care laboratory.

I am a member of several professional organizations related to teaching and child development. These include:

National Association for the Education of Young Children
Oklahoma Association for the Education of Young Children
Southern Association on Children Under Six
Oklahoma Association on Children Under Six---Board Member, 3 years
Immediate Past President
Conference Chairman, 1977
American Home Economics Association
Oklahoma Home Economics Association
Higher Education Alumni Council of Oklahoma

I have been married for five years and my husband, Phil, will retire from the Air Force this fall, We have a four month old daughter, Elizabeth.

I hope to continue working in the field of early childhood/child development and my immediate plans are to work for a child care facility on campus for use by students in child development and related fields and as a service to students. I also hope to complete my curriculum book. I plan to continue my education through courses, conferences, etc.

BELIEFS ABOUT EARLY CHILDHOOD EDUCATION

I believe that Early Childhood Education is important for children because it adds a new dimension to their lives. Whether children have brothers and sisters or not, they will benefit from the group interaction as well as the educational program. Many children must be cared for outside the home and the experience should provide more than just physical care. The experience should promote growth and development physically, emotionally, socially, and intellectually. Children in the preschool years are naturally curious and active and need positive experiences to encourage these qualities. They also need the experience of interacting with other children to promote social development. Early Childhood Education programs can lay the foundations for positive learning experiences in later years. If children feel free to explore and learn, and to ask questions and seek answers, they will develop good attitudes toward school and learning.

SETTING

Candyland Child Development Center
1234 Broadway
Midwest City, Oklahoma 73110
405-777-7777
Privately Owned

Candyland Child Development Center (CDC) provides care for children 6 weeks to 6 years of age. The purposes of the center are: (1) to provide quality physical and emotional care for children; (2) to provide a learning program for children three to six years of age; and (3) to provide infants and toddlers with a stimulating environment for growth and development.

Candyland CDC is licensed by the State of Oklahoma for 75 children. At the present time we have 70 enrolled in six classes---5 infants, 10 toddlers, 20 three's, 17 four's, and 18 five's. We have fifteen staff members including the director, secretary, and cooks.

Candyland CDC is located in Midwest City, a part of the Oklahoma City Metropolitan area. The community is the site of Tinker Air Force Base and General Motors, the state's two largets employers. In addition to these two major employers, the area has numerous small businesses and light industry. Many of the parents of children in the center are military and are often away on temporary assignments, leaving the children in a one parent situation.

In my classroom, three's, I am the lead teacher and my assistant and I have 20 children, 13 girls and 7 boys. Of these children, there are 3 blacks, 1 Viet Namese, and the rest caucasian. All of the children were three by the first of November and two will be four next month.

Although each child is special, we do not have any children with labeled handicapps. The special needs of our children are specifically those who live some or all of the time with only one parent. One child lives with her grandparents.

SAFETY RATIONALE

Safety in the center is important because children need a place where they can grow and learn that if free from hazards and the constant fear of getting hurt. It is up to the staff to ensure that the environment, indoors and outdoors, is checked daily and safety hazards removed.

Children cannot always be sheltered and protected and so they must learn to take responsibility for using materials and equipment safely, even though supervised. As a teacher, I must teach safe habits of work, play and living and be a good example for the children to follow.

Some reasons for safety rules can be demonstrated or simulated while others cannot. I must help the children to develop trust in my judgment in this area so they will accept safety rules and not "try them out" to see what happens.

SAFETY GOALS

1. To recgonize basic traffic signs and know what they mean.
2. To use materials and equipment safely indoors and outdoors.
3. To know what steps to follow in case of fire or tornado.
4. To recognize dangerous objects, substances, and situations and be able to tell why we avoid them.
5. To follow safe practices while on field trips, whether walking, in a car, or on a bus.

SIGNS OF SAFETY

At the beginning of each year, I put up a bulletin board on the "Signs of Safety" to help the children learn these signs before we go out on field trips. Each day, for a week, I introduce a new sign during circle time. We discuss what the sign looks like, what it means, and how, by observing it, we will be safe. The bulletin board stays up for 2 to 3 weeks and we continue to go back over these until everyone knows them.

We also put these signs in the block area with the cars, trucks, etc. as accessories in the area to reinforce the learning.

RULES CHARTS

In my classroom, we have a Reading Loft where the children can go when they want to read and be quiet. Because the loft could be dangerous, we have rules for climbing the ladder and being in the loft. These rules are posted on a chart at the bottom of the ladder and on the wall of the loft to remind the children of the safety rules. This is a picture of the Rules Chart for the loft. I have a rules chart for the woodworking area, block area, and outdoor area since these can also be potentially dangerous.

HEALTH RATIONALE

Health is important to the children in the center because without good health, they cannot grow and develop as they should. It is up to the staff to ensure that the center is cleaned daily and that sanitary practices are followed at all times.

As a teacher of the children, I must set an example by staying in good health and following good health habits. These should include both physical and mental health, sanitation and nutrition. In addition, I should teach good health habits to the children through activities in the center and provide an opportunity to practice them.

Childhood diseases can be prevented through immunization and I should encourage this for all children. Should a child become ill at the center, I should be able to recognize the symptoms of illness and provide for the ill child and protect the rest of the children.

HEALTH GOALS

1. To use good health practices at the center, such as washing after toileting, using a klennex when coughing or sneezing, brushing teeth after meals.
2. To know what kinds of clothes we wear for different weather and why.
3. To recognize health professionals and tell how they help us.
4. To help eliminate any fears children have about doctors, nurses, etc.
5. To provide health education information and materials to parents.
6. To provide nutritious meals and snacks.
7. To introduce a wide variety of food to the children to broaden their food likes.
8. To provide cooking experiences for the children.

MEDICINE AUTHORIZATION

In our center a child is not supposed to attend if he is ill, but sometimes children have to take medicine when they return or to stay well. We had to develop a permission slip for the parents' to complete and sign before we can give medicine to the child. A sample of the form is include in the portfolio.

When a child needs to take medicine we talk with the children about why we take medicine when we are sick but don't take it at other times. We also talk about safety in having the parent or teacher read the label and give us medicine only as prescribed.

HEALTH ACTIVITIES

In health we talk about personal habits, such as washing our hands, blowing our nose, etc. We also discuss good nutrition each day. Attached are copies of the activity cards for two activities we do in this area.

I have at least one planned health/nutrition lesson each week, beside the things that just come up.

ENVIRONMENT RATIONALE

A warm, organized environment which contains adequate materials and equipment to interest and stimulate the children is central to a good program for children. To provide this means to organize recognizable learning centers with some method of indicating the number of children that can play there at one time.

Materials and equipment need to be selected for their usefulness, functions, stage of development of children, durability, etc. Where possible real objects should be included instead of just toys, pictures of objects, etc.

The environment which is best for children is one which is relaxed and calm, which means the teachers must be comfortable with themselves and their jobs. In this way, children feel more free to explore and question, and thus, learn.

The environment should extend beyond the limits of the center or its outdoor play area. It should include the larger community through field trips, visitors, etc.

ENVIRONMENT GOALS

1. To provide an environment which allows for easy access to materials for the children.
2. To provide an organized classroom.
3. To purchase at least one new item for each learning center each year.
4. To provide a variety of materials and equipment in each learning center.
5. To make the classroom child-centered and pleasing to the children.
6. To provide a relaxed atmosphere for the children.
7. To provide a variety of learning centers and activities in each.

ROOM ARRANGEMENT

Attached is a scale drawing of our classroom with all the learning centers labeled. During the summer we completely rearranged the room in this way and redistributed the materials to the proper area. This arrangement has been very useful because it has cut out some confusion for the children of what we use where. As another part of this arrangement, we set up a Planning Board to show how many can be in each area. (The Planning Board is explained under Group Management.)

Environment #4

BOOKS

Our center is lacking in good books for children and materials for the dramatic play area. Attached is a list of books which I got in a class and have asked our Director if we can buy some. After really talking this up, we will buy two (2) books a month until we have an adequate supply. In addition, we are going to have a work session one night and repair the books we have. To supplement the books in the center, I go to the public library and check out some of the books on the list and use them with the children.

DRAMATIC PLAY

In the dramatic play area, all we have are things for housekeeping. I am working on making some prop boxes to supplement this area. I have also asked the parents' to help supply some of the props from a list I gave them.

PHYSICAL RATIONALE

I believe that people must be physically fit to be mentally and emotionally fit. For children this means getting exercise and rest in a balanced program everyday. I plan my schedule of activites to include both active and quiet times and provide an environment which allows for both. Part of the physical development activities are for large muscles and promote positive functioning of the internal organs, while some activities are for small muscles and eye-hand coordination. Physical development also includes using all parts of the body such as eyes and ears, so physical development is also a part of other learning areas, such as cognitive and art.

Children in my class spend at least 15 minutes every day outdoors in vigorous physical activity unless it is raining. On bad days, we have exercises indoors. Outdoors we have plenty of equipment to help develop more skills and abilities, but I try to think up new things for indoors. If the weather is nice we stay outdoors for 45 minutes and 15 is spend in a teacher directed physical activity to ensure that the children get involved.

PHYSICAL GOALS

1. To promote large muscle development and small muscle development daily.
2. To develop a variety of coordination skills.
3. To use equipment (large and small) successfully, such as swing, slide, scissors, saw, etc.
4. To name body parts and tell what they do.
5. To provide a variety of materials, equipment, and experiences for physical development.
6. To provide an opportunity for movement activities and creative movement daily.

A DAY IN THE PARK

During the Spring, I take the children to the park for the day and have a planned program of activities. This program includes using each piece of equipment there, as well as taking a hike. Now we can follow the jogging path that has been put in.

This is a picture of the children during a free choice time in the park.

ME BOOK

Learning about body parts is a part of physical development. Throughout the early weeks of the year, we talk about one body part, how it works, how to take care of it, and what its good for. We then start a "Me" book with a page for each part. At the end, we draw a complete picture of ourselves and bind the book.

This also promotes self-concept.

An example of the "Me" book is included.

COGNITIVE RATIONALE

Cognitive skills are important because these are the skills for thinking and problem solving. Before children can solve complex problems and cope with the world, they have a lot to learn. I include cognitive learning activities in the program every day and promote concept learning, etc. in all activities. Cognitive activities in my classroom are in all learning centers and every curriculum area. To list these would take pages. First, we cover concepts in areas familiar to the children such as self, family, body, homes and extend these to people of other places, other times, animals, and so on. I bring in at least one new item each week for the "What Is It?" table to broaden their knowledge of everything from science to jobs to places. I try to bring real items but if I can't get them, I bring pictures and models. This really interests the children.

COGNITIVE GOALS

1. To provide daily a variety of materials, equipment and experiences to promote cognitive development.

2. To plan and implement experiences which teach labeling, decision making and problem solving.

3. To give children an opportunity to learn from "real" materials, not just toys. Such as, nuts and bolts, locks, household equipment made non-electrical.

4. To provide as many "hands on" or actual experimentation with materials and equipment.

5. To teach cognitive skills through cooking, math, science, social science, art, music, language and dramatic play.

"WHAT IS IT?"

My "What Is It?" table is moved around the classroom depending on the object. For example, the sewing machine was placed in the dramatic play center. For each item I bring, I also bring pictures or related material to expand on the item. I then plan one activity for each day that relates to the item.

For example: Sewing Machine

1 day - Explore, discuss, decide what it is.
2 day - What is it for? How does it work?
3 day - Who uses it?
4 day - Demonstration of use, Discussion of safety, Use by children.
5 day - Review

Some items have fewer activities others have more.

COGNITIVE ACTIVITY

I think children learn best from experience with real objects when possible. I look and ask everywhere for item so that children can learn about new things.

Insects are something many children (and adults) are afraid of. I have included an activity card describing an activity which I do with the children to help them learn about insects. This activity is done over several days.

LANGUAGE RATIONALE

Language is the basis for learning and communicating with other people. Babies begin to learn language from the time they are born but its a couple of years before they can speak. We learn words and spoken language so its important to provide words to things and actions so children can learn. I think that teachers should be good models for the children and provide patterns of speech for them to learn. Besides spoken or verbal language children need to learn the non-verbal language such as facial expressions, gestures, tone of voice. When the verbal and non-verbal language conflict, it is hard for children to understand. As a teacher, I also have to be sure to use real words for things, actions, etc. instead of just pronouns. For example, "Put the book on the shelf" instead of "Put that thing over there." Although 3-5 year old children do not usually read the words in books, part of their reading skills development comes from seeing written words for things, not just hearing it. It is important, therefore, to use both verbal and written labels and sentences.

LANGUAGE GOALS

1. To provide daily a variety of materials, equipment, and experiences to promote language development.

2. To be a model of good language for the children to copy and to use verbal language as much as possible.

3. To expand the vocabularies of the children through stories, discussions, records, etc.

4. To help children learn to express their thoughts and ideas through words.

5. To develop an adequate library of good children's books.

6. To encourage parents to use or buy good children's books.

7. To use language activities to promote cognitive, social, emotional development, etc.

LANGUAGE ACTIVITY

Formal and informal language activities are a part of our daily routine. Each day I have a planned language activity such as a book, flannel board story, play, puppets, etc. After my part of the activity I talk individually with the children about the story, etc. We look back through the book, redo the flannel story, etc. This gives each child a chance to participate in a specific language activity each day.

Other ways I teach language are through songs, nursery rhymes, and making up word games. I keep a list of new words and at the end of the week we go over these.

WRITING STORIES

We take lots of short field trips with samll groups and when we come back, the children illustrate about the trip and tell me the story to write on each page. Then, we make it into a book and we tell the story to the other children. We keep the books at the center for everyone to enjoy. By the end of the year we have a book for everyone and they get to choose one to take home.

I have included one of these books in my portfolio.

CREATIVE RATIONALE

Creativity allows children to express their thoughts, ideas, and feelings. It is a way to release tension and relax and maybe even find a hidden talent. Creative activities should be fun and not cause pressure or anxiety for the children to "do good"! Creative activities may be in art, music, movement, drama, or language. Whatever, they should allow the child freedom to express himself. Freedom to express himself does not mean there are no limits, but that there will be no "right" answer. Over the past year, we have really increased the art materials which children can experiment with and instruments to make music. This has really excited the children and they continue to want to try new things.

CREATIVE GOALS

1. To provide daily a variety of materials, equipment and experiences to promote creative development.

2. To encourage creative expression in children.

3. To help parents understand the importance of creative activities for children.

4. To provide creative activities in art, music, movement and drama.

5. To use Creative activities as a way to find out some of the thoughts, ideas, feelings, and knowledge of the children.

6. To interest Children in experimenting with new materials or old materials in new ways.

Creative #3

PUPPETS

We had a lady come visit one day and she used several kinds of puppets and after she was through, she let the children play with them and taught the children how puppets talk. Since we didn't have any puppets and the children kept asking for some, we did two things. First, we made some big animal puppets out of card board which we use for songs, stories, etc. We only have 10, so we divide the children and only use 10 at a time. Second, we cut out patterns for some hand puppets and each child made a puppet, with our help. The children sewed the parts together on the sewing machine. We did several activities with the puppets before the children took them home. We now have some puppets in the language center for daily use by the children.

This is a picture of some of the children doing a song with the animal puppets.

CREATIVE ACTIVITY

We keep paper, magazines, paste, scissors, and colors out for the children almost every day so they can make pictures as they want. Here are pictures of the children working in the art area.

In addition to these, we use all kinds of art materials, which require more supervision, in more directed activities. By this, I mean we show and discuss the material with the children as they explore and figure out how they can use it.

SELF-CONCEPT RATIONALE

A positive self-concept is important to enable an individual to feel he has worth and dignity. With a positive self-concept, people are better able to try new things and face momentary defeats. Children's attitudes, values, and beliefs are set in early childhood and these tend to stay with them throughout life. If a child develops a positive self-concept, he will be better able to deal with the constantly chnaging world he lives in.

To develop positive concepts in children we must be alert to their needs and abilities in all areas. We must meet their basic needs and help them develop the skills to meet some of these needs themselves. We must know their developmental levels in various areas so we can provide experiences which challenge, but do not frustrate them.

Each child is special and unique from every other child and like every other child. We should point this out in a positive manner and help children accept themselves, their families, etc.

Developing positive self-concepts can be done informally each time we deal with the children. In addition, I plan at least one activity each week in this area. To help children feel ".special" they take turns being helpers in some way each day.

SELF-CONCEPT GOALS

1. To like themselves and feel good about who they are.
2. To recognize the importance of families and accept the many forms of families.
3. To be proud of their family and heritage.
4. To express their thoughts without worry that someone will make fun of them.
5. To know and accept their physical features.
6. To recognize and accept the fact that people are alike and different at the same time.

HELPER'S CHART

In our classroom there are several tasks with which the children can help, setting the table for breakfast, lunch, and snack; watering the plants; feeding the fish; sweeping after meals; cleaning the tables; etc. My helpers chart is made of felt and has pictures of the various ways the children can help. At circle time each morning we put the name plates of the children who will help with the activities for the day. I write these in my notebook so that no child will be left out and so children will change the helping activities each day.

I have included a sketch of the Helper's Chart in my Portfolio.

PICTURE PUZZLES

Besides the "Me" book we make to learn body parts and self-image, and the "Me" mobile, during the first part of the year I take pictures of each of the children involved in an activity. I then have 3 x 5 enlargements of the pictures made, paste them to cardboard, cover with plastic, and cut into puzzles. The children enjoy making their own and other children's pictures.

Each puzzle is in an envelope on the manipulative shelf and the children take their puzzle home at the end of the year or else we move it to the room they are moving to.

INDIVIDUAL STRENGTH RATIONALE

Each person is unique and has their own strengths, weaknesses, feelings, and abilities. As a teacher of young children, I must understand this, and work with each child to develop his abilities.

One aspect of individual strength is to become independent, to some degree. Children must learn to do things for themselves and to take responsibility for some things. They also must learn to take responsibility for their actions and develop the ability to accept, express, and control their emotions.

Children develop a variety of self-help skills as they relate to care of themselves, but need help with some, such as tying shoes, serving their plates, picking up and cleaning up after themselves. The center should provide in both formal and informal ways opportunities for children to develop not only a sense of independence, but some independence of action. Much of this is also related to room arrangement and atmosphere (environment) and the type of guidance provided (group management).

To be able to accept, express and control emotions is a difficult task because children do not have all the words to express themselves and new situations stimulate new feelings. By setting a good example, providing a variety of activities on emotions, talking with children, etc. the teacher can enhance development in this area.

INDIVIDUAL STRENGTH GOALS

1. To develop the ability to perform basic self-care tasks for themselves, washing, brushing, dressing, etc.
2. To take responsibility for materials and equipment.
3. To identify and express their feelings in positive ways and to teach positive ways to express negative feelings.
4. To accept all feelings.
5. To understand the relationship between some actions and some feelings.

DEVELOPING SELF-HELP SKILLS

I have the children do many things each day to develop self-help skills and thus foster a sense of independence. Below is a list of some of the things we do daily:

1. Children serve their plates for meals and snacks, sometimes buffet and sometimes family style. I use measuring cups so children get the minimum serving and because they are easier to handle.
2. Children empty their plates and clean their place at the table each time we eat.
3. During the day the children get out and put away most materials, except for teacher directed learning activities.
4. Each child has a special place for his coat and belongings and is responsible for keeping his things there.
5. Being involved as a helper, as previously explained.
6. Washing, toileting, and brushing teeth.
7. We have a cooking experience at least once a week and each child is involved in this activity to prepare a food.

FEELINGS - PICTURE DISCUSSIONS

The ability to accept, understand, express, and control feelings is difficult for the children and one way I try to work with this is through picture/discussions. During group time I will talk about feelings, maybe based on something a child has said. I will then show several pictures on this feeling and we will talk about what the people in the picture feel, why they feel that way, and other ways we can express the feeling. We try to talk through the picture and how it makes us feel. I always end with a pleasant picture to lead children into the next activity.

These pictures are in my picture file and come from magazines, color books, cartoons, etc.

SOCIAL RATIONALE

Social development is one of the major areas of development of humans and comes from the environment, rather than being inherited. Throughout life we are in contact with a variety of people and we must learn to get along with them.

Children go through specific stages in social development and these can't be rushed, but we can provide an environment that encourages positive interaction with others.

An important part of interacting with others is to accept all people as they are. Realizing that we are all alike in some ways and different in some ways. Also, we have to learn to share, not just toys, but time and space also. These things are done daily in the center in an informal way, but I also plan specific activities to teach acceptance and sharing.

SOCIAL GOALS

1. To accept each child in the group as important.
2. To share materials, equipment, space, people, etc.
3. To develop the ability to work/play in different size groups.
4. To recognize that each of us are different in some ways and the same in some ways.
5. To develop basic social skills for functioning in a group.

PEOPLE PICTURES

Because Candyland CDC is in a military community, many of the children are from families that travel to many places and to many countries. These children feel insecure sometimes about the new places because they have no friends there. To help with this, we talk about people from other countries and places in as many units as possible.

In my picture file, I have pictures of children from other countries. One activity we do is to talk about the native costumes of other countries and then talk about what parts are worn most of the time. We only talk about a few at a time. If we know a child is moving to a particular place, we find lots of pictures for that place and talk about them. We all get involved in the child's moving. This also helps the children learn about friends' moving and still be friends.

SOCIAL ENVIRONMENT

Each activity center has a rules chart which shows how many people can be in the area at one time. This helps the children see that groups can share the materials. On some of the manipulative shelves and materials we have pictures of the number who can use the materials at once. When a toy is marked with two children, and a child won't share, then we talk about the pictures and figure out how two can use it.

I, also, have two quiet spaces where children can go to be alone. This is needed because we can't always interact with others. Sometimes I even suggest that a child go to one of these areas when I see he is having trouble interacting.

GROUP MANAGEMENT RATIONALE

When there is a group of children to be cared for for several hours, the teacher must be organized to provide for smooth functioning of the group and to be able to handle emergencies when they arise. Good group management includes: (1) a room arrangement which enables children to move easily from one area to another without being disruptive; (2) a daily schedule which children can count on most of the time so they can anticipate what is next; (3) adequate materials and equipment for the number of children; (4) rules for safety and smooth functioning; (5) daily plans which staff and volunteers can easily follow; and (6) plenty of back-up activities for when things don't go as planned.

To be a good group manager one can be flexible when necessary because she is organized and thus meet the specific needs of the group and each individual.

GROUP MANAGEMENT GOALS

1. To provide simple rules for the center as a whole and the learning centers; to demonstrate these rules on a consistent basis.

2. To establish and follow a basic routine to make the day easier for the children.

3. To provide only necessary restraints on behavior and realistic ones.

4. To provide an environment (physical) and atmosphere which encourages positive behavior.

5. To provide consistent and fair discipline to all children.

6. To keep the children involved and occupied so as not to set the stage for undesirable behavior.

7. To not expect more of the children than their development allows.

8. To set an example in following rules.

9. To provide an environment which is organized in such a way as to allow children to move freely and easily from one activity to another.

RULE CHARTS

In each of our learning centers we have a chart with the rules for the area written in words and where we can, pictures. The rules are gone over with the children and when a child doesn't follow the rules, we take him to the rules chart and go over the rule he broke. This is a type of group management, but it also teaches reading skills.

TRANSITIONS

Transitions are an important part of good group management because they allow children to move easily from one activity to another in daily program.

As we are ready to end one segment of the day and begin another, I give a warning that we need to complete what we are doing, put things away, clean-up, etc. For the slower children, I give the warning a little early and encourage them to finish. I sometimes set the times and we talk about how much time we have and go from there.

While this going on, I have the other adults ready for the next activity and either do fingerplays, songs, or rhymes with the children. I try to avoid abrupt stops and starts with the children and whenever possible move a few at a time from one activity to another.

I have found that lining up to go outside or to the bathroom etc. causes more problems than I can deal with, so by moving a few at a time we don't need the lines at these times. It takes a lot of planning to get this started, but it also helps the children take more responsibility for themselves.

HOME-CENTER RATIONALE

Parents should be the primary influence on their children and provide the basis for positive growth. The center should build on this base and support the parents in their task. Since the children in Candyland CDC are with us from 8-12 hours a day, the center has a larger responsibility than just support. We must provide an environment which fosters growth and development in areas where the home is limited due to less time with the child. Reaching a happy balance is hard to do.

First, working with the children is a two-way street and it is up to the teacher to make sure it continues. The child brings a great deal of the home to the center and takes part of the center, home. We need to know as much about the child-at-home as possible and share about the child-at-center with the parents.

Second, we should try every avenue possible-letters, notes, phone calls, visits-to get the parents involved in the children's program and the center. When home and center work together toward positive development, everyone has a pleasant experience and the outcome is beneficial to the child.

HOME-CENTER GOALS

1. To provide an atmosphere that interests and encourages parents and families to be involved in the child's program.

2. To encourage parent participation in some phase of the center program.

3. To develop "Take-Home Paks" for the parents to do with the children.

4. To have a reference file to refer parents when they need help .

5. To provide a "Parent Handbook" about the center, its program, etc.

6. To send a newsletter to the parent's monthly.

7. To provide educational materials to the parents.

8. To get parents involved through interest groups and parent meetings.

NEWSLETTER

Each month the center prepares a Newsletter for the parents with each class having a section to tell the parents what we have been doing and what we will be doing. We have expanded it to include 3 or 4 activities which parents can do at home with their children. This helps the parents really keep up with what's going on.

I have included a copy of a recent Newsletter in my portfolio.

PARENT VISITS

We rarely have an opportunity to visit with the parents about their children when they arrive and leave because of the rush to get to work or home to fix dinner. So we can have more time, we schedule a Parents' Night once a month and invite the parents to attend. At these meetings, we talk informally to each parent about his child and have an educational something, such as a speaker, film, book display, etc. For the parents who come, this is great, but that's only about $\frac{1}{4}$ of the group. For the others, we then invite them to choose a time and try to do some of the same things.

Even though we have poor response, we keep trying. I know the parents care and I just have to find a new way to reach them.

STAFF RATIONALE

In our center, the basic policies and rules are set and we agree to follow them when we are hired. Implementation of the basic plan is the responsibility of the basic plan is the responsibility of the teachers, with the approval of the director. To meet the goals and objectives of Candyland CDC takes the cooperative efforts of all staff and a willingness to share--time, talents, equipment. This is fairly easy in our center and makes each person's job easier and more fun. We must plan together for the use of some equipment and in our planning we often get new ideas to improve what we are doing.

Besides the need to be cooperative, staff must keep up-to-date through training. We attend school, conferences, seminars, and then have sharing sessions with other staff. Our director encourages us to get more training and will, within limits, give us the time to attend. Our director also pays for our registration at one state conference each year.

These two things provide us with tools for providing a better program for the children.

STAFF GOALS

1. To cooperate with my assistant teacher in making our lesson plans and use her ideas too.
2. To work with all staff to share ideas on the program for the children and parents.
3. To plan ahead for use of equipment, materials, or space which is shared with others.
4. To coordinate requests for materials, etc. with other staff so we can get the best and most for all of us.
5. To have materials and equipment ready ahead of time and return in good condition.
6. To respect other staff members ideas.
7. To attend all staff meetings.
8. To continue to learn in early childhood through courses, conferences, workshops, etc.

MATERIALS INVENTORY

In our center, there has not been a complete inventory of all materials and equipment available, so we took this on as a project. We felt that if we knew exactly what we had, not just in our classroom, we could (1) plan better activities for the children, and (2) determine where and what our equipment and material needs are.

First, we set up a form for the inventory to list the item, whether it was purchased or donated (if we knew), where it is currently located (the room), and listed these by learning center area. We then listed the same way all the things currently stored. Next we put all the lists together by learning center and found out what we had, where it is, and began determining what we need. Although our "need" list is long, we are talking to parents and friends to ge some of the things donated--particularly, things like jars, broken appliances, etc. which we can fix and use.

We have redistributed many materials more equally and are on the road to better planning.

I have included the form we used for the inventory and additions.

We, also, hope to develop activity cards over a period of time for each item.

INFORMATION SHEET

In my center we have very little information about the children, their familes, their abilities, etc. What information we do have is kept in locked files by the director and we cannot see it except when the director is present. Since, I have taken classes with people from other kinds of programs, I have found this is not always the case. So, working with some of the staff, we proposed to the director that we would like to develop an information sheet to be completed on all children, so we can know more about them to provide a better program. We will also write up the instructions and rationale for the parents.

I started this idea and the draft of our work is included in the portfolio.

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